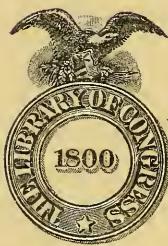


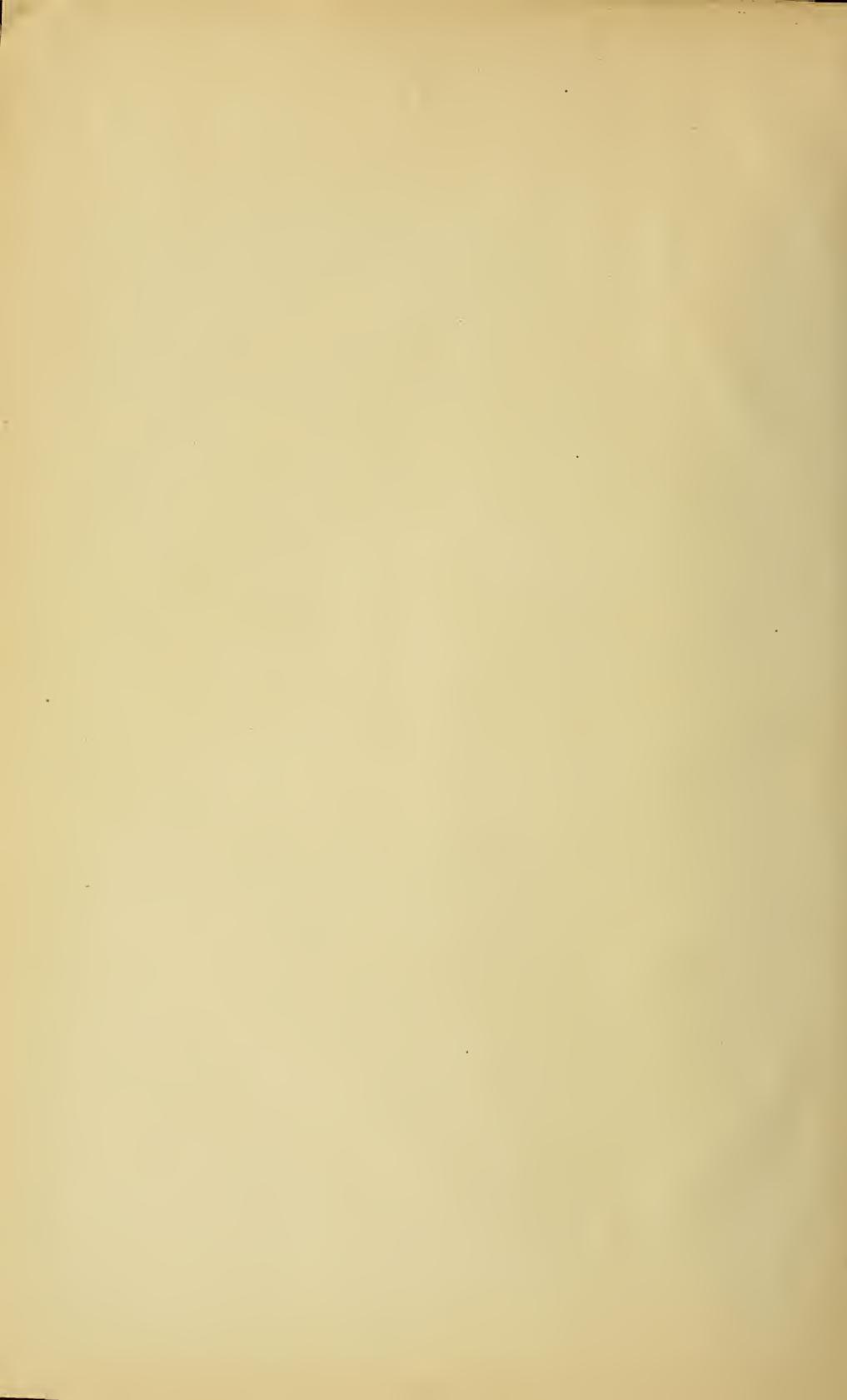
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OF THE  
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OF KANSAS.



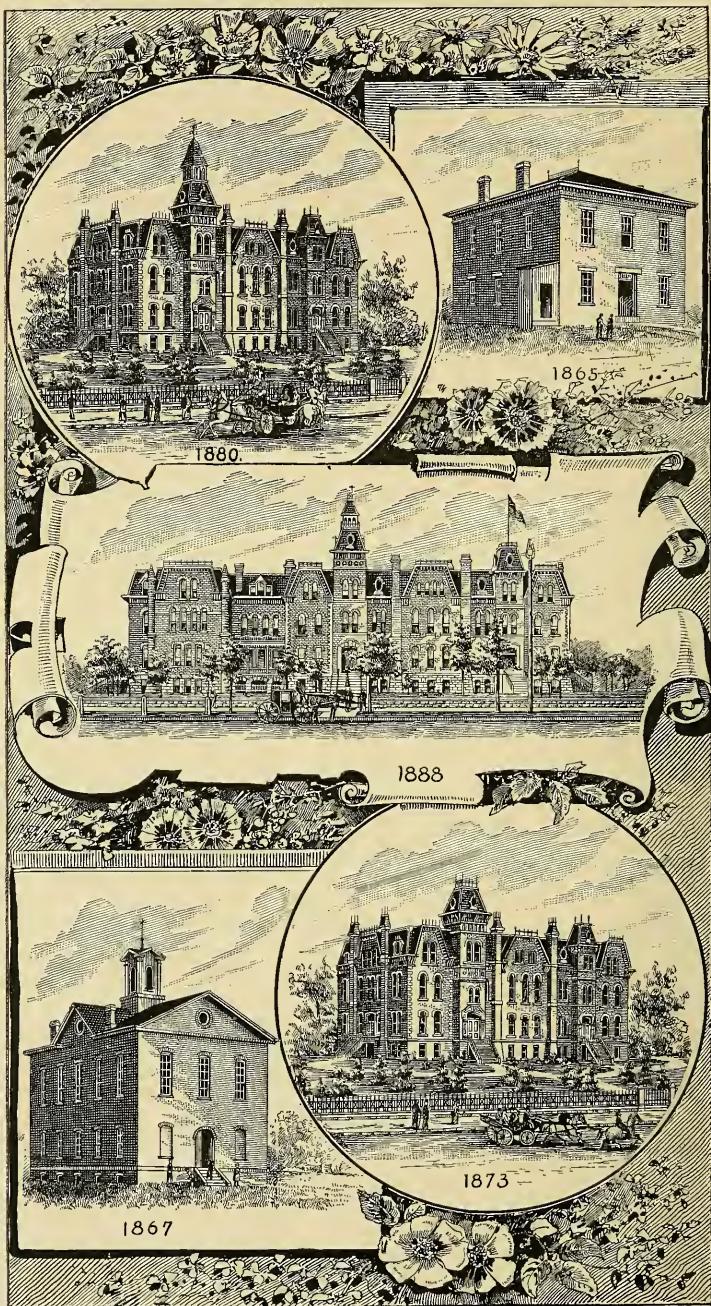
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# A HISTORY

OF THE

# STATE NORMAL SCHOOL OF KANSAS,

II

FOR THE

FIRST TWENTY-FIVE YEARS.



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EMPORIA, KANSAS:

1889.

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KANSAS PUBLISHING HOUSE, TOPEKA, KANSAS.

E. H. 1912. 29 '04.

"Our slender life runs rippling by,  
And glides  
Into the silent hollow of the past;  
What is there that abides  
To make the next age better  
For the last?"



## PREFACE.

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THIS little volume is issued at this time, immediately after the Quarter-Centennial Commencement, for the purpose of putting into permanent form the material which is now within reach, and of supplying the friends with a souvenir which may often serve to revive memories of days which—

As a sweet dream passed o'er my youthful years,  
Leaving me with purposes and plans of life.

It has been no light task to gather together the data of these years. The fire of '78 destroyed many valuable papers; but four catalogues were published prior to 1880; the newspapers of the earlier years lack definiteness; and the memory of faculty and students is provokingly vague on many points which ought to be incorporated in such a history. It is now some eight months since active efforts were set in motion to pick up the threads for the weaving. Correspondence was immediately opened with former members of the board of regents and of the faculty, and with the alumni and former students. Every authority has been consulted which it was thought might assist in supplying or verifying information.

It was thought best to classify the matter as shown in the table of contents, rather than to attempt to weave it all into a connected narrative, as it will serve better for reference. The general sketch, the sketches of the regents, and the articles on lands and buildings, were prepared by Prof. J. N. Wilkinson; the sketches of the faculty, with two or three exceptions, by Miss M. P. Spencer; the sketches of the societies in the main by Miss V. V. Price; the financial statement by Prof. M. A. Bailey; "Some Reminiscences" by Prof. J. H. Hill; and the rest by and under the supervision of the president of the faculty.

We are under special obligations for favors to the publishers of

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the Emporia papers, to the State Historical Society, to the Auditor and Secretary of State, to the former presidents of the School, to Hon. I. T. Goodnow, to Mrs. A. P. Morse, and to many former members of the faculty and of the School.

The work is submitted with a consciousness of its defects, and yet in the belief that few important matters have been omitted, and that in the main it will be found reliable and helpful.

The etchings are, with few exceptions, from photographs.

The catalogue for 1888-9 is bound with the volume to place it in form for preservation, and to give a complete view of the organization of the School at the present time.

We regret that many of the beautiful letters which the inquiries called forth cannot be given space in this volume. They have opened to us the hearts and homes of some of the noblest men and women who have ever consecrated themselves to the cause of human progress. They have breathed that spirit of fidelity, of sympathy, and encouragement, whose fragrance is sweeter than that of the rose or of the blossoms of spring-time.

The task has been a pleasant one, and if this shall serve, not only as a book of reference and a reminder of the past, but as a quickening spirit to stimulate all to a livelier interest in the mission of the State Normal School, and to the cause of higher education in our great commonwealth, the labor will have its reward.

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PART I.

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## HISTORY OF THE STATE NORMAL SCHOOL.

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### General Sketch.

It must always be a marvel to the historian that the State of Kansas, even while her cradle was rocked by the billows of war, should have risen to such early greatness in educational activity. In the first month of her second year of statehood she laid the legislative foundations of three great institutions — the State University, the State Agricultural College, and the State Normal School. The first of these institutions had been endowed by the General Government with a land grant of seventy-two sections in the act of admission ; the second was established to receive the ninety thousand acres which was the portion due Kansas under the Morrill bill of 1862, "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." The State Normal School was endowed entirely without help or suggestion from national legislation, and was the State's own magnificent supplement to the generous common-school land grant. This school for the training of teachers was the wise work of master builders, who sought to give strength and completeness to the glorious fabric of our public schools. After locating the State Agricultural College at Manhattan and the State University at Lawrence, the Legislature was practically unanimous in locating the State Normal School at Emporia, all this legislation being completed before the close of February, 1863. As to the possibility of the State's making the necessary appropriation to start the Normal School soon, there were grave doubts. The Emporia *News* of October 31, 1863, says, in the face of all the local desire for legislative aid, that "there should be no appropriations by the next Legislature for State institutions."

On the other hand, the champions of the School pushed hopefully forward. Rev. G. C. Morse, always active in the cause of education, contributed to the *News* of January 2, 1864, a long article urging that the Normal be opened.

State Superintendent Goodnow, who had worked so disinterestedly and indefatigably for the establishment of the School, urged in his report to the Governor, December 31, 1863, its immediate organization. He says : "As yet this institution, though located, has no building nor

organization. It has an endowment of 30,380 acres of salt land, which, unsold, produces no income. How soon this can be made a living institution will depend upon legislation and the benevolence of individuals." In response, the Legislature passed the law providing for its organization and government, and an act appropriating for the salaries of teachers.

The full wording of this first appropriation bill is worthy of a place in this record:

AN ACT TO AID THE STATE NORMAL SCHOOL.

"SECTION 1. That the sum of one thousand dollars is hereby appropriated to the State Normal School, to be used under the direction of the board of directors of said school, exclusively for the salaries of teachers in said school; and the Auditor of State is hereby required to draw his warrants on the Treasurer of State, in favor of the treasurer of said board, in such sums as said board may direct, not exceeding in amount the sum herein appropriated.

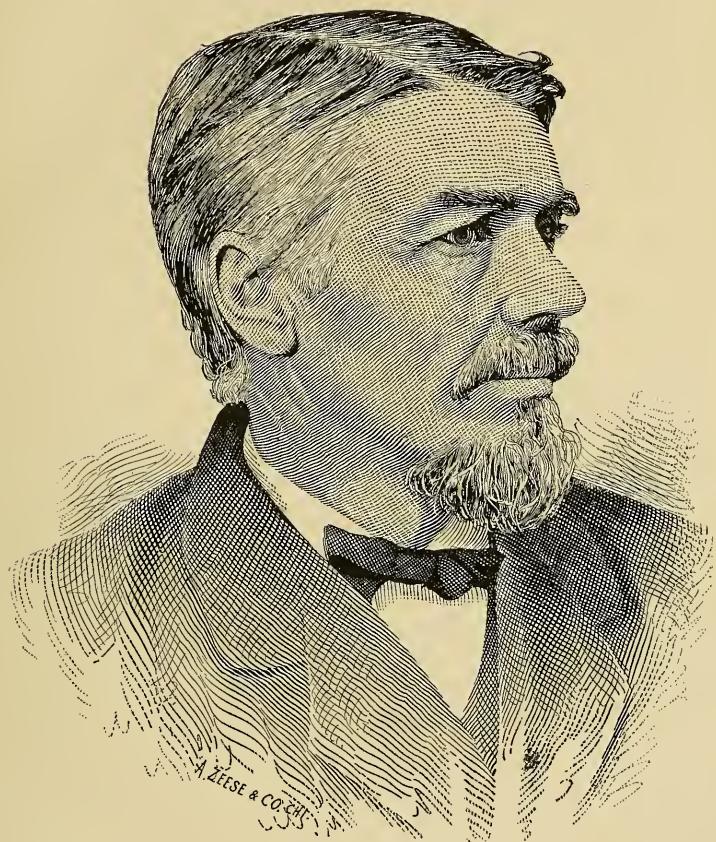
Approved February 29, 1864."

It seems to us who review the matter a quarter of a century later, a little strange that, though all necessary legislation was enacted in February, 1864, the board did not hold its first meeting until December 8 of that year, or over nine months after the passage of the act to organize the School; but Kansans were on picket duty and were defending their homes against ruthless invaders in those days, and other interests must bide their time. The board met at the residence of Hon. C. V. Eskridge, where No. 714 Mechanic street now stands, and organized by the election of Gov. Thomas Carney, president, and Rev. G. C. Morse, secretary. An executive committee was appointed, consisting of Messrs. Morse, Eskridge and Rogers, and was authorized to employ a principal at a salary of "one thousand dollars and such tuition fees as may be received."

The executive committee appointed its chairman, Rev. G. C. Morse, to visit normal schools in the East and secure a competent man for the principalship. Prof. George Howland, now superintendent of Chicago schools, was the first man approached on this subject, but he declined to be a candidate. On Mr. Morse's recommendation, Prof. L. B. Kellogg, a graduate of the Illinois State Normal University, and at the time a teacher in that institution, was elected to the position.

Mr. Kellogg reached Emporia by stage coach in time to address the citizens on the subject of Normal Schools on the evening before school was to begin. The weather was stormy and the roads muddy, but the school began as announced.

In his report, five years later, Principal Kellogg says: "On the 15th day of February, 1865, eighteen students, fifteen more than were greeted by Father Pearce in Lexington when the first normal school of Massachusetts was opened, and one less than President Hovey had at the beginning of the Illinois Normal University, were gathered in a room belonging to the district school of Emporia. With them was one teacher. Out of doors, were all sorts of rumors concerning an expected Rebel invasion from Texas and another of Indians from the Territory. In-



LYMAN B. KELLOGG.

A. ZEESE & CO., CHICAGO.



doors, the eighteen students had settees, borrowed from a neighboring church; the teacher's seat was a chair borrowed from the county treasurer's office. There were two stoves in the room, no teacher's desk or other furniture, no text-books, maps, or other appliances. The parable of the sower was read, the Lord's prayer repeated, and so the Normal School of Kansas was opened. All were hopeful, and ere long were hard at work. Very soon the school-room was well seated and reasonably well furnished. The number of students increased day by day until there were forty-two, and all were earnest, faithful and enthusiastic. The School was much visited and much talked about at home and in the newspapers."

The sketch adds in a humorous vein that the fame of the School must have gone even among the Indians, for it was not without visits of inspection from representatives of that race.

A notable event in connection with this first year's work of the School was a teachers' institute of four days, which was held in the Normal School room, beginning May 2. The principal of the School and the secretary of the board of directors are mentioned in the newspaper reports of the time as the leading spirits of this educational mass meeting. The first term closed in June with a public examination, after a session of nineteen weeks. The board of visitors appointed by law to report their views with regard to the "condition, success and usefulness" of the institution, was in attendance throughout the examination, which lasted two days. Its discriminating and able report presented to the Legislature did much toward confirming public opinion in favor of the School. Judge L. D. Bailey, of the Supreme Court, was chairman of this board. Hon. I. T. Goodnow, State Superintendent of Public Instruction, at this time favored the students with an address. The anniversary oration was pronounced by his Honor, Judge Brewer of Leavenworth, his subject being "The New Profession." The attendance of the educational men of the State was large, and the harvest of good words not small.

On June 27, 1865, the board of directors ordered that applicants for admission, if females, should be sixteen years of age, if males, seventeen, but provided "that the principal shall have discretionary power to admit those under these ages where sufficient maturity of mind is indicated, and where the pupil proposes to complete the course before teaching." At the same meeting, provision was also made for the admission of more than one pupil from each representative district "free of tuition with the exception of a small incidental fee," and Principal Kellogg was authorized to find an assistant principal. He secured a fellow-alumnus of the Illinois Normal University, Prof. H. B. Norton, whose remarkable fitness for the duties of the position has been so generally recognized. It may be remarked in this connection that all the teachers elected during Mr. Kellogg's principalship seem to have been well prepared by training or experience, or both, for normal school work. The first lady assistant, Miss Homer, was a gradu-

ate of Westfield, Mass., State Normal School. Miss Hattie M. Case, the lady first engaged to open the model school, (she resigned before entering upon the work,) was a graduate of the Illinois Normal University. Mrs. Gorham and Miss Baker were from this school also, and Miss Pitman came from one of the most noted normal schools in the country, that at Oswego, N. Y. Miss Plumb and Miss Watson were graduates of the Kansas Normal, and reflected great credit on the instruction they had obtained there.

The School during the first year was much indebted to the liberality of publishers for text-books, the number supplied gratis by the following firms being sufficient for the classes in the respective subjects: Sargent, Wilson & Hinkle—Ray's Higher Arithmetic, Higher Algebra and Geometry, Pinneo's Grammar and Teacher, McGuffey's Fifth Reader, White's Class Book of Geography; Brewer & Tileson—Hillard's Reader, Tate's Philosophy, Weber's Outlines of History, Smith's History of Greece; J. B. Cowperthwait—Warren's Geography and Physical Geography, Green's English Grammar and Analysis, one set of Geography Charts; Harper & Bros.—Wilson's Readers; Sherwood & Co.—Speller and Pronouncer, Writing Spellers. These books are practically those recommended to the schools of the State at that time by the State Superintendent, the board of directors having voted to follow his suggestions as to the use of text-books.

During the summer of 1865, Rev. G. C. Morse, secretary of the board of directors, attended the semi-annual meeting of the State Teachers' Association at Leavenworth, and introduced a resolution recommending each Representative to fill his scholarship. The newspaper report of the time says he gave the location of Emporia as "southward from Topeka." The necessity of such a remark indicates that the location of the State Normal was not then so generally known among teachers as it is now.

Fortunately the need and purpose of the School were finding expression in many and effective ways. The following from the Emporia *News* of December, 1865, seems to be the editorial comment made after a visit to the School by Colonel, now United States Senator, P. B. Plumb:

"Of all the educational enterprises in the State, the Normal School most commends itself to the friends of education and the fostering care of the State. All admit the necessity and feel the want of popular education in the State. It is the forming agency which molds at will the individual man, the social man, and the political man, and which, therefore, more than all other agencies, determines alike the character of men and their institutions. Like our political system, our educational system is founded upon the equal rights of all, and upon the capacity of the people for self-government, and upon their exclusive and inalienable right to such government. Out of this grows an immense interest which attaches almost wholly to common-school education, which, for four out of five of our population, is all they ever receive. It is in our 'common schools that the nation receives its character.' The great want of our common schools to-day is not money or buildings, but teachers; not only teachers who have the requisite knowledge, but who know how to communicate that knowledge to others; teachers educated to their profession and pursuing it for a livelihood, and whose interest and reputation are embarked in it; teachers educated in our midst,

fully imbued with the peculiarities and enterprise of our restless and never-satisfied western progress."

The year 1865-6 was a prosperous one, and Greek and Latin were introduced as optional studies, but the principal work of the School remained as it should be in a new State, the common branches. We give the program of examinations to which the friends of the School were invited at the close of the year :

MONDAY P.M., June 18.

Arithmetic—Section C,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Norton.
Reading—Section A,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Kellogg.
Class in writing,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Kellogg.

TUESDAY A.M., June 19.

Grammar—Section A,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Norton.
Arithmetic—Section B,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Kellogg.
Geography—Section B,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Norton.

TUESDAY P.M., June 19.

Class in spelling,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Kellogg.
Arithmetic—Section A,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Kellogg.
Physical geography,	.	.	.	.	.	.	.	.	.	.	.	.	Mr. Norton.

The anniversary exercises of the occasion included addresses by State Superintendent Goodnow and Prof. Norton, and an evening exhibition by the "Normal Literary Union," the first literary society of the institution. On this occasion the subject of debate was "*Resolved*, That the late report of the Congressional Reconstruction Committee should be adopted," and it is said that the sympathies of the audience were with the affirmative.

At the summer meeting of the State Teachers' Association at Lawrence, Principal Kellogg and Prof. Norton both gave exercises which were well received, and President Horner of Baker University, and many others spoke stirring words of approval for the Normal. The following resolution, adopted by the State Teachers' Association at its summer meeting in Lawrence in 1866, shows the unanimity with which the leading teachers of the State gave their indorsement to the Normal :

"*Resolved*, That the great educational need of our State is a larger number of teachers fitted for their work by a thorough mental and moral development, and by special professional study; and that we rejoice in the abundant evidence we have that our State Normal School at Emporia, by the energy and ability of its principal and teachers, is laying the foundation of a noble work; and that it has our most hearty sympathy and support."

In the summer of 1866 the National Educational Association held its meeting at Indianapolis, and Principal Kellogg read a paper upon the subject of "Normal Schools in Kansas." This fact is interesting as an early recognition of this institution.

The opening of the year 1867 was signalized by the dedication, January 2, of the new building, in whose erection the State had expended \$10,000. Judge Watson of Emporia presided, and prominent educators and public men from different parts of the State attended. The addresses delivered on that occasion by President Horner and Principal

Kellogg are worthy of a place in this volume, but we must content ourselves with the dedication poem by Prof. Norton:

"The ancient Night is almost gone;  
Deep echoes to awakening deep,  
As ever westward, ever on,  
The banners of the morning sweep.  
And new-born states their arms outspread  
O'er mountain heights and plains afar,  
As westward still the nations tread,  
And westward rolls the iron car!

"The opening era points the way,  
And makes that mission work sublime,  
Which molds the infants of to-day  
To giants of the coming time.  
And joyfully we gather here,  
To consecrate, with solemn praise,  
A fane which earnest souls may rear  
To gladden all the future days.

"By all the progress and the might  
Which other ages shall unfold—  
By all the brilliant beams that light  
The future's skies of morning gold—  
By all that sheds a cheering ray  
Upon the path the Past has trod—  
We dedicate its walls this day,  
To Truth, to Freedom, and to God!"

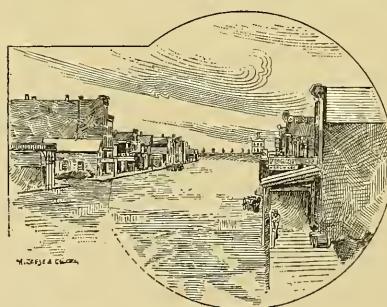
Soon after the dedication of the new building, a memorable discussion arose concerning the following language used by Gov. Crawford

concerning the Normal School, in his annual message: "It has been in operation for two years, but under many disadvantages. The new building is now completed, and it will now doubtless be made what its founders desired it should be. The experience of other States has demonstrated the importance of schools of this kind, to qualify professional teachers

COMMERCIAL STREET AND THE NORMAL IN 1867.

for the arduous and responsible duties required of them. And if the ends aimed at in the establishment of this school are in a fair way of being realized, it should then receive the fostering care of the State." The Governor's confidence in the management was questioned in some parts of the State, but all doubts seem to have been effectually put to rest by a letter from which we make the following quotation:

"I have labored earnestly, not only as a director but as a governor, to advance the interests of the State Normal School. I have, on all occasions, spoken of it in the most favorable terms; and in my opinion, if the friends of the institution will examine carefully the article referred to, they will find no real cause for complaint. I have not intentionally given any person cause for believing that I entertain suspicions that all things are not as they should be in regard to the management of the Normal



School, because it has been managed to my entire satisfaction, and so far as I know to the satisfaction of the other directors."

The anniversary exercises of June 27 and 28 this year mark the graduation of the first class, and we give in full below the most interesting page of the invitation which the executive committee issued.

## PROGRAM.

## THURSDAY.

*Examination.*—The examination of classes in Theory of Teaching, and other studies taught during the term, will occupy the forenoon and afternoon.

*Penetralia Exhibition.*—In the evening the Normal Literary Union will give an entertainment to its friends.

## FRIDAY.

Meeting of the Board of Directors at 9 o'clock A.M. Address before the Literary Society, 10:30 A.M.

*Commencement Exercises, 2 p.m.*

Prayer,	Anthem.	Rev. S. E. MacBurney.
Success in Life,		Ellen Plumb.
The Christian Statesman,		Mary Jane Watson.
Music,	Address to the Graduating Class.	Silver Cornet Band.
Award of Diplomas,		Rev. G. C. Morse.
Music,	Benediction.	Silver Cornet Band.
Students' Reception,		Evening.

A feature worthy of mention in the opening of the new term, September, 1867, was a week's special work in what was called a Normal Training Institute. County superintendents and the friends of education generally were assembled with the students for the work of that week, and were invited to enjoy the hospitalities of Emporia homes without charge. The opening lecture was given Monday evening, September 9th, by Principal Kellogg, on the subject "Degeneracy and Regeneracy of Politics." Tuesday evening was occupied with a lecture from Prof. Norton, "The Teacher of the Twentieth Century;" Wednesday evening with a social; Thursday evening with an address by State Superintendent McVicar. The day sessions were devoted to recitations and actual class-room work.

During the legislative session of 1867, January 29, the friends of education in the State held a notable meeting at Topeka. The Legislature gave the use of the Hall of the House of Representatives for an educational meeting, and Principal Kellogg was invited to lecture on the subject of Normal School Education. We give below a report supposed to have been written for the Lawrence *Journal* at that time by Milton W. Reynolds.

## "EDUCATIONAL REVIVAL MEETING.

"A sort of educational revival meeting was held this evening in the Hall of the House of Representatives. Prof. Kellogg, of the State Normal School, gave a brief but exceedingly practical and valuable address on the subject of Normal School Education. The history, wants, and necessity of the Normal School in our system of popular education, were presented in a clear and forcible light, and in such a manner as could not fail to arrest the attention of legislators and of all who heard the discourse. The Normal School is making splendid progress for so new a State, and considering all the difficulties which attended its inception upon the border and in the midst of border strife. In starting the Normal School at Emporia in 1863, it seemed like planting a rose-bush upon the wild prairie sod with the luxuriant grass growing rank and wild around it,

or like dropping a pearl in forty fathoms of water. But the School has struggled through its brief and eventful existence, and it now has ninety students, and a fine building, and considerable apparatus and other facilities to accomplish the mission whereunto it was founded. Let the State be to it just and generous and devise for it liberal things.

"Chancellor Oliver of the State University at Lawrence being called upon, made a few remarks upon the general subject of a complete and thorough education. His words were exceedingly apposite and eloquent, and were well received. Rev. Mr. McVicar, Superintendent of Public Instruction, made a few remarks asking of the Legislature to be generous in assisting in the day of their infancy all our State institutions. Col. Hoyt offered a resolution tendering the thanks of the audience to Prof. Kellogg for his able address, and commanding his thoughtful suggestions to the consideration of the people of the State. The meeting then adjourned."

At the opening of the School in September, 1867, eighteen constituted the entering normal class, and the School evidently received the patronage of many who were mature in years, for the average age of these eighteen was beyond what is usually reckoned as a man's majority. The School on setting out for the first full year's work in its own building found itself possessed of abundant room but lacking in many things which even the district school often possesses. There was no reference library, except six Webster's dictionaries and a very abundant supply of Lippincott's gazetteers—five in number. The report of the Principal for the year 1867 calls attention to the fact that the School is yet without a musical instrument, and that no catalogue has yet been published. The directors had in the early part of 1867 authorized their executive committee to buy a musical instrument for the School out of any funds not otherwise appropriated, but it appears that no such funds were found, and no instrument was obtained until the Normal Literary Union raised the necessary money by entertainment in 1868. The next Legislature made an appropriation for printing the catalogues, and future legislatures occasionally provided for that when they provided for the other current expenses, until 1880, when the policy of printing the catalogue at the State Printer's was adopted. The Legislature of 1868 also appropriated for library, insurance, diplomas, etc., quite generously, but made the entire amount for teachers' salaries only four thousand dollars, though the faculty had doubled in number since the session of 1866, when the appropriation had made three thousand dollars available for that purpose. Of course the salary of teachers in each case could be increased by fees collected from the students, and it is but just to remark that the salaries during the early days of the Normal seem to have left little room for complaint. The salaries for the year 1868, when the State gave \$4,000, were for the four teachers in the order of their rank, \$2,000, \$1,800, \$1,000 and \$900 respectively.

Shortly after the opening of the fall term, 1868, having received leave of absence for a few weeks, and been furnished with instructions from the executive committee, Principal Kellogg left his classes in charge of Prof. Norton, with Miss M. J. Watson as special assistant, and undertook a visit to the East, having for one of its special objects the personal examination into the conduct of affairs in the normal

schools of such States as have these institutions organized upon a basis similar to that adopted in Kansas. It was also a part of his errand to study the working of the common school, academy, and university systems of New England. He visited normal schools at Framingham, Salem, and Westfield, Mass.; Albany, New York; Normal, Ill., and reported on their condition with a view to giving suggestions for the management of this School. This report to the regents also calls attention to the mission of the Normal School in the educational system, a few words of which discussion we quote:

"The true place of the Normal School in our educational system does not seem to be clearly apprehended by many of its friends. It is, by some, classed in the college or university system. The Normal School is thus thought of as an institution similar to the University at Lawrence, Baldwin, and other places. In the minds of others, the Normal School occupies something of an intermediate place between the common school and the college—higher than the one, not so high as the other. It is looked upon as an academy or preparatory school where young men and women can be fitted to enter college. Neither of these is correct. The Normal School occupies a position distinct from that of any other institution of learning in the State. It is neither an academy nor a college, and ought not to be confounded with either. Its aims and aspirations are entirely different. Its course of study has little in common with either grade of institutions; the classics find no place in its curriculum of study. Where the studies are the same, the methods of instruction differ widely. Its design is, not to prepare its students for general business, but for a special vocation, that of teaching. But while the connection of this institution with the college system of the State is remote, with the common-school system it enters into near and permanent relationship. Everything that it does, every lesson learned and recited within its walls, every lecture delivered, every teaching exercise conducted, is with direct reference to the wants of the public schools, and is intended for their improvement. The true place of the Normal School is therefore in and at the head of the common-school system."

A resolution proposed by Hon. C. V. Eskridge in the board meeting of January, 1868, was adopted as the policy of the School, and is even at the end of the first quarter-century, the ruling spirit of the institution.

"That the Board of Directors do not hesitate to declare it to be the duty of the faculty to impress upon the minds of the students the fundamental principles of the Christian religion; yet, as the institution is not in any respect denominational, the faculty or any member of it will not be justified in inculcating denominational peculiarities in speaking to students for or against any church organization."

During the school year which ended with June, 1868, the faculty consisted of seven members, and this teaching force was increased by the four members of the senior class who taught in the model school. One fact worthy of note about this time in the history of the School is that the salaries and other payments from legislative appropriations were made in what was called State scrip; that is, by orders on the State Treasurer, who was *ex officio* treasurer of the School. In some cases, at least, those who received this scrip were unable to draw the cash on presentation to the Treasurer, and were compelled to sell to private parties at a discount of as much as fifteen per cent. The records show that the teachers were from time to time advised, in the notice of their election, that the salary fixed for the year meant the payment of so many dollars in orders on the State Treasurer. This fact should be re-

membered in considering the amount of appropriations and the size of salaries in those days.

Although the act locating the State Normal School at Emporia seems to have been definite enough in making that city its permanent place, beyond all power to change, there have still been those who talked about moving it to some other place. The Legislature had before it such a proposition in 1868, and the Senate appointed a committee to consider the matter. We take a few items from the report:

"The proposition embodied in this bill is to 'concentrate the State University, State Normal School, and State Agricultural College at one point, and also the State Deaf and Dumb, the Blind, and Insane Asylums at one point.' Your committee have come to the following conclusions:

"1. That in the opinion of your committee, it was the most ruinous policy financially to distribute the various institutions of the State into different localities, and beyond the immediate watchful vigilance of the people's representatives.

"2. That the State in its present embarrassed financial condition, cannot meet the demands for money, and preserve its credit, either at home or abroad; that it would, even now, be infinitely to the advantage of the State to relinquish its interest entirely in most of its institutions distantly located from the capital, and institute a new policy of building them up at the capital or other designated point, gradually and as the necessity of the case demanded, and the finances of the State would admit.

"The majority of the committee would therefore respectfully recommend the passage of the bill in its main features."

The report also discreetly suggested that institutions to which large donations had already been made ought not to be moved, and this saving clause doubtless proved the great assurance for the Emporia friends of the Normal School, for very few of them remember after the lapse of twenty years that any such consolidation was considered.

The gathering of the leading State institutions at some one point in a State fortunately remains throughout all this country an untried experiment.

At the commencement in June, 1868, the diplomas were presented by Rev. G. C. Morse, and the anniversary address was delivered by Principal Kellogg's former teacher, Dr. Richard Edwards, president of the Illinois State Normal University. The commencement exercises were followed immediately by the summer session of the Kansas State Teachers' Association, in which Dr. Edwards took a prominent part.

The graduating class of 1869 was large enough to make a very elaborate program for commencement, the forenoon being occupied by the orations of the class, the afternoon by the anniversary address of Hon. T. D. Thacher, the presentation of diplomas by Governor Harvey, and the address to the graduates by Principal Kellogg.

The institution received during this time, if we may judge from reports still preserved, the hearty indorsement of the teachers of the State. The following resolution by the county institute of Labette county is a sample:

*"Resolved*, That we urge upon our Legislature the necessity of providing a liberal support to our State Normal School."

In the year 1870, Principal Kellogg was voted by the board of di-

rectors an honorary member of this body. As will be seen by reference to the legislation on the subject, the presidents of the State institutions were not then *ex officio* members of the controlling boards.

The graduating exercises of 1870 were held in December, and this fact probably explains the failure to have any class finish in 1871. Gov. Harvey again presented the diplomas, and Mr. Kellogg addressed the class. In all the years of the institution, before and since, the graduating exercises have been given in June.

The school year, until this time, had for all purposes of financial management coincided with the calendar year, the long vacation coming as usual in summer, and the term from September to December, inclusive, being called the last term of the year.

Early in 1871, with the expiration of the terms of the board of directors, the School passed into the control of a board entirely new in its membership, except the Governor, who had just entered on his second term. This board shows in its minutes that it elected the Governor president at its first meeting, as had been the custom of former boards, and Harvey Bancroft treasurer, not noting the fact that the Treasurer of State was by law treasurer of the board *ex officio*. At this same first session of the board, held June 22, 1871, and lasting only one day, was transacted a large amount of very important business. We give only a few of the items.

The action of the previous board in regard to the number of professors and the amount of salary was considered, and some members of the former board appeared by invitation to state the views of the two parties on that subject. A committee was appointed to report on the matter, and as a result of the action which it recommended, the principal and the preceptress presented their resignations, to take effect June 30. Some of the board had already discussed what might be done in case of a vacancy in the principalsip. Hon. E. E. White, since superintendent of Cincinnati schools, had been approached in the matter, but he declined to consider it, and recommended Prof. J. C. Greenough, now principal of the Massachusetts State Normal School, at Westfield. The board elected Mr. Greenough at the same salary fixed by the former board for the position. They also elected a new preceptress at \$1,200 per year instead of \$1,600, which the former board had fixed as the salary for that position. The board also abolished the position of second assistant, which had been created by the former board at the request of the members of the faculty.

The position of principal of the model school was also abolished, with the recommendation that the department be discontinued, but "that it may be discretionary with the principal to continue the same under the instruction of the advanced pupils of the normal department."

It is not difficult to understand that there may have been good grounds for difference of opinion as to whether the faculty and the expenses should be diminished. The necessity of an appropriation for

a larger building was apparent to all who knew the work of the School. It may be that the teachers then in charge were in error to think that greater teaching force should be employed, but it is worthy of remark that the new principal in his report during his first term makes that same recommendation for more teachers.

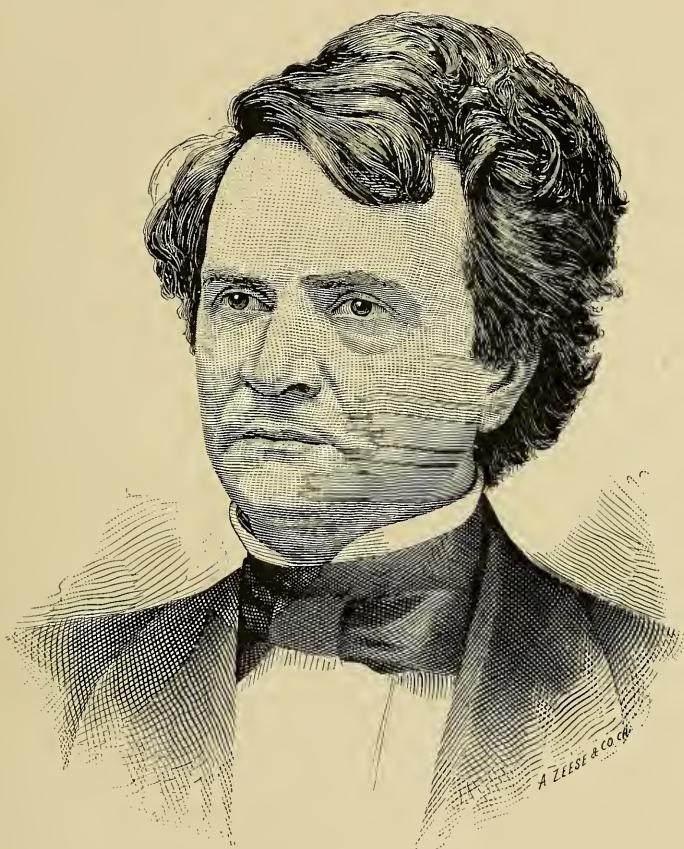
The members of the board were called together again in July, to learn that Mr. Greenough had declined. Dr. Geo. W. Hoss, ex-State Superintendent of Public Instruction of Indiana, and a man of wide experience in educational affairs, was then elected as the successor of Principal Kellogg. He assumed the duties of his office in September, 1871. With the exception of the discontinuance of the model school, mentioned elsewhere, little change was made in the general conduct of the School.

Dr. Hoss began his work with a revision of the course of study, and vigorous work to increase the efficiency of the School and enlarge the attendance in the normal department. It was desirable to secure the coöperation of all elements for the purpose of adding to the building accommodations of the School, and the principal's energies were at once directed (from the beginning of his administration) toward the erection of the new building.

An event of considerable importance and certainly of great interest at the time was the reorganization of the faculty at the close of Dr. Hoss's second year. In April, 1873, he stated to the board that there had "been for some months a want of harmony in the faculty," and recommended that a reorganization be effected by receiving the resignations of all the members, and acting on their application for reelection. Dr. Hoss opened the way by presenting his own resignation, and the main features of the plan proposed were adopted. Dr. Hoss was reëlected in May, and the remaining places were filled in June, after the work of the school year had been completed.

The opening of the new building seemed to be the dawn of a new era. The dedication exercises were held June 19, 1873. The Hon. T. D. Thacher delivered a timely and eloquent address. The regents acknowledge the presentation of a beautiful flag at this time by Hon. P. B. Maxson, whose service in the Legislature had already laid the Normal under many obligations, and Milton W. Reynolds, Esq., whose pen as a newspaper writer had done much to strengthen the institution throughout the State.

In August, however, before the year's work opened in the new building, President Hoss having been elected to a professorship in the State University of Indiana, tendered his resignation, to take effect December 25, or sooner if his successor could be secured. At a meeting of the board in October, Dr. C. R. Pomeroy, of Iowa, was elected, to begin with 1874, and Dr. Hoss terminated his work at the end of two years and one term, having made the shortest period of service at the head of the institution of all the presidents in the first twenty-five years of its history.



GEORGE W. HOSS, LL. D.



Dr. Pomeroy's administration seems to have finished the current school year without any material change in plans or organization. Prof. Norton had temporary leave of absence during the summer term, and Prof. Copeland filled his chair during those months. The class graduating in June was the largest thus far in the history of the institution. The degree of Bachelor of Elements was by the authority of the board conferred by the president on the members of this class. The plan of conferring degrees had been recommended by Dr. Hoss, but we have no account of its adoption until this time. In 1874, the course was revised and an extended high-school course adopted in connection with the model school, embracing four years of Latin and two years of Greek. Students hitherto classed in the normal department, but not taking professional work, were now graded as in the high school. Early the following year, Mrs. M. J. Pomeroy was made professor of Latin and Greek. The degree of Bachelor of Elements was given to those who took the elementary course only. Bachelor of Didactics was made the degree of those taking what was called the normal course, and Bachelor of Science the degree of those taking the scientific course. We have no record that these degrees or any of them were ever conferred either before or after Dr. Pomeroy's administration. The plan of having three terms of twelve weeks each to constitute the school year was also inaugurated at this time.

The matter of furnishing text-books to the students was during these years a subject which demanded and received considerable thought. At no time does a plan seem to have been adopted that proved satisfactory for any considerable period. The records show that during Dr. Hoss's administration the regents had ordered that a deposit of \$2 should be required of each student to guarantee the return in good order of the books loaned. During the time of Dr. Pomeroy there were continual changes in the conditions on which text-books were furnished. The sum of fifty cents a term was first charged for the use of the books needed, and this price was afterwards raised to one dollar. The plan next recorded was to charge rental for each book at the rate of one cent a week for those costing less than sixty cents, and two cents a week for those costing sixty cents or more. There seems to have been a debt incurred in the purchase of these books, and it was hoped to pay the amount in this way. The faculty were afterward authorized to sell or rent books as they might have opportunity, but we have no means of knowing what books the School had, nor how many were thus disposed of. The fire of 1878 seems to have put the matter of these text-books out of all further reach of discussion.

In the fall of 1875 Dr. Pomeroy had leave of absence from the board to visit the Normal Schools of Missouri, but we have no report of the visit, nor record that he availed himself of the permission.

During the first two years of this administration the School moved along without any difficulties except the usual cares and anxieties of

such an institution. The Legislature of 1876, however, seemed determined to bring about the summary closing of all normal-school work under State support.

Instead of the usual appropriation bills for the salaries and other expenses of the State normal schools, the Legislature incorporated the following in a miscellaneous appropriation bill, which took effect March 5, 1876:

"To the Leavenworth State Normal School, for the current expenses of the first quarter of the fiscal year ending March 1, 1876, \$2,297.50; to Concordia State Normal School, for the current expenses of the first quarter of the fiscal year ending March 1, 1876, \$2,297.50; to the Emporia State Normal School, for the current expenses up to March 22, 1876, \$4,200: *Provided*, That these appropriations to the Leavenworth Normal School, the Concordia Normal School, and Emporia Normal School shall be received in full for all claims against the State, and that said schools cease to be maintained at the expense of the State, and that under no circumstances shall the regents of said institutions incur any liability or create any debt beyond this appropriation, and the State shall not be liable for any expense in excess of this appropriation; and that the Leavenworth and Concordia normal schools cease to be State institutions."

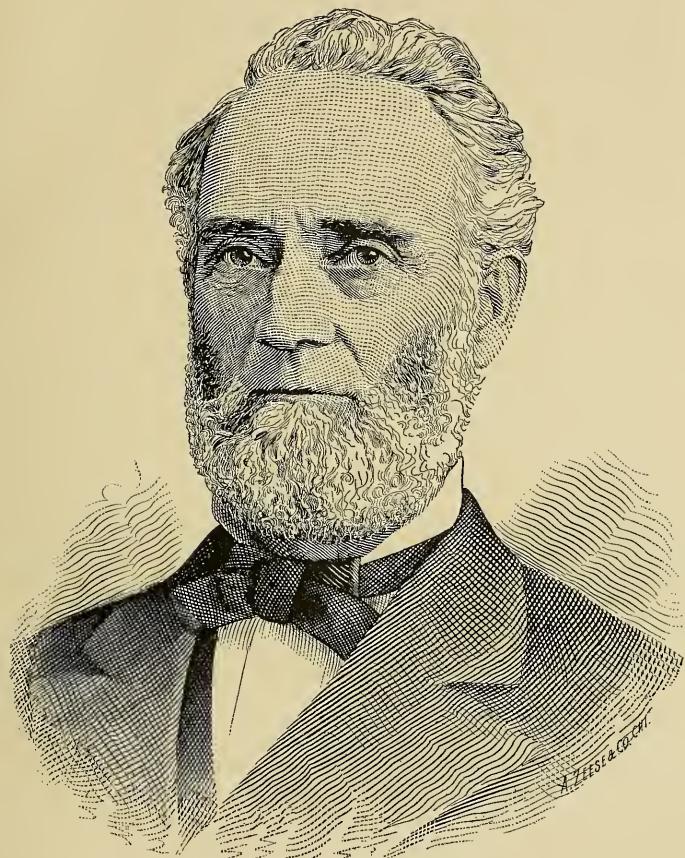
The question, What was to be done? brought the board together March 15. We quote from the records: "After a full discussion of the situation, the board authorized the executive committee to invite the teachers to finish the year and accept *pro rata* on the basis of their respective salaries, any money that may remain after meeting necessary current expenses." The teachers nearly all cordially accepted the situation, and performed faithfully the work of the succeeding term, with a compensation too small to pay the actual expense of living. Over one hundred students were in attendance during the summer term.

Being without funds to pay a faculty, the board, at the close of the year, discharged the teachers, the president excepted, and Dr. Pomeroy was continued without salary to conduct the school. He was authorized to charge tuition fees and to employ such teachers as he deemed necessary, though without expense to the board. It was also stipulated that the board should not be held responsible for any expenditures whatever. The report to the Governor says:

"As was expected, the charge for tuition for all normal students, together with uncertainties regarding the future action of the Legislature in sustaining the Normal, operated to discourage many from attending. Other local causes, not necessary here to enumerate or characterize, united their influence to cripple the School; yet notwithstanding all these adverse agencies, over one hundred have been enrolled in all the departments. In many respects the term, in its educational work, has been one of the most satisfactory and successful in the history of the Normal."

The regents close their report with estimates for the following year, and a most logical and eloquent appeal for a hearty support of the Normal. They say that the School "is adapted to the present and growing necessities and capabilities of the State, and will, if duly supervised and sustained, secure unity, harmony and efficiency in its educational system."

The regents say in 1878: "As stated in our previous annual report, the survey of the situation impressed the board most forcibly with the great importance of continuing the school if possible. The educational



C. R. POMEROY, D. D.



interests of the State seemed imperiled in the complete overthrow of its system of normal instruction. There were grave reasons to apprehend that, in the temper of the public mind, aggravated by recent State disasters, the closing of the doors of the State Normal would be to close them forever; that its buildings would be occupied for other purposes, and its endowment alienated. Certainly its students would be scattered, and public confidence in the system of normal instruction be shaken and destroyed. From every higher consideration it seemed most desirable to 'hold the fort' if it could be manned and provisioned. It was indeed the task of making brick without straw; but, seconded in their efforts by teachers inspired by the same educational convictions, the work was attempted, and has been prosecuted successfully to the present time."

The Legislature of 1877 made no appropriation whatever for the use of the School. The per diem and mileage of the regents were paid along with the per diem and mileage of regents and trustees of other institutions, but there was absolutely no money available for the expenses of the institution, as no income from the endowment had yet been realized. There was now no prospect of legislative aid for two years at least, for the constitutional provision for biennial sessions had gone into effect.

At the board meeting in June, 1877, the following plan was adopted:

"1. The president shall collect tuition from students each term, and pay from the proceeds—1st, all current expenses for conducting the Normal, excepting teachers' wages; 2d, shall disburse balance to teachers upon a *pro rata* basis of salaries allowed.

"2. The treasurer of the board is hereby authorized to make good any deficiencies in teachers' salaries from funds available from sale of normal lands.

"3. In case of inefficiency of available funds for meeting claims of teachers, the amount still due them on salaries allowed shall be credited to their account on the books of the treasurer, and shall be paid them whenever there shall be money for this purpose under the control of the board."

In the course of the year, it was suggested that the last clause of the plan was illegal, and the entire faculty relinquished all claim for remuneration beyond what might be collected from fees. On this plan the School was conducted during the school years 1877-78 and 1878-79.

The financial statement of the president for these two years shows on how small an allowance the self-sacrificing teachers contrived to subsist. The board voted July 2, 1879, that all moneys paid into the State treasury as interest on Normal lands or bonds up to the first of August of that year, be paid to the teachers for services of last school year, and this "shall be in full of all moneys due them for all of that period."

The adage, "Misfortunes never come singly," surely has no better illustration than can be found in the experience of this School at that time. Following closely on the withdrawal of all legislative support came the odium of the Bancroft embezzlement, the defeat of the School in the suit which the city instituted for the possession of the boarding-houses, the tornado which so seriously damaged the buildings

in April, 1878, and then the fire which completely destroyed both buildings. All of these are more fully described in other connections; they are mentioned here to show the accumulated weight of calamities which had borne Dr. Pomeroy down, when, in the summer of 1879, he tendered his resignation to the board.

The School had been handsomely cared for after the fire by the citizens of Emporia, the Methodist Episcopal church, which then stood where the splendid edifice of that denomination now stands, having been so promptly furnished for use that only one day of school was lost in the interval of uncertainty. The City Council had fitted the Normal Boarding Halls from an appropriation of a thousand dollars, made to supply the needs of the School. The State, county, and city had united in voting money for a new building whose erection was in progress. The storm was over and the favoring breezes of a prosperous voyage had begun to spring up, but the helm of the ship was now left to other hands.

President R. B. Welch came to his work in the Normal from a successful experience in the supervision of city schools in Illinois. He brought with him the valuable equipment of sound health and great physical endurance, together with the power of rallying to his support all whom he met. He had but little time after his election before he must be in the work of the school-room, President Pomeroy having resigned August 6, and President Welch, with an entirely new faculty, having been elected August 20. The School was still in the temporary quarters in the "Normal Boarding House" buildings, the new building was rapidly fitting for use, and all the matters connected with preparation for its occupancy were pressing upon his time and attention.

President Welch was the author of the plan by which the model school was organized at the beginning of 1880, and placed under the supervision of the superintendent of the city schools. This temporary arrangement soon gave place, under his administration, to a well-conducted model school, whose plan has been substantially followed to the present. Much was done by the President's lecture tours in the summers of 1880 and 1881 to bring the School into favorable notice throughout the State, thirty institutes being visited on the first of these tours and thirty-two on the second.

In 1881, the professional work was thrown into the last year of the course, the school year was divided into two terms, and the course was so changed as to enable the regents to announce that all subjects would be taught each term.

President Welch presented his resignation to the regents March 6, 1882, to take effect at the end of the current term, the completion of his third year of service. June 16 of that year graduated the largest class sent forth at any commencement during the first twenty-five years of the school's history. The Normal was regaining its prestige throughout the State, and President Welch turned over to his successor an institution well entered upon the highway of prosperity.



RUDOLPH B. WELCH, A. M.



Dr. A. R. Taylor was unanimously elected to the presidency of the Normal School, April 13, 1882. He came to this work with the preparation of previous service in a college faculty, having been a most successful and popular professor in Lincoln University, Illinois. He began his career in Kansas by taking the conductorship of the Lyon county summer institute in 1882, in order to familiarize himself with the State system.

After his entering upon the school work, the first marked innovation shown by the regents' records to have been recommended by President Taylor was the offer of mileage to Kansas students at the rate of three cents a mile in excess of one hundred miles. The plan was approved, with some doubt as to its feasibility, there being room to fear that it might prove too great a drain on the contingent fund of the institution. There was, however, a strong feeling of its justice to those in the remote parts of the State, and the test of years has given it only the most unqualified approval.

The abolition of the two-years course of study was a measure which was entirely appropriate to the degree of advancement which the State and the School had attained. It was fitting that the Normal School should take higher ground in the matter of scholarship as rapidly as possible, and the time had come when it seemed necessary to extend the science instruction to twenty weeks, and make other changes, which necessitated the adoption of three years as the shortest course for graduation.

Among the changes of this period may be mentioned the provisions for admitting students without special examination. A large number of city high schools throughout the State are placed on an accredited list whose diploma is a certificate of admission. The Normal, desiring also to encourage the grading of the rural schools, is ready to pass upon papers made by students in the county superintendents' examinations for the common-school diploma. This plan brings to the Normal a great many worthy young people who might otherwise not enter upon any higher course of preparation for teaching. It has also provided for admitting on teachers' certificates, and has made definite arrangements about receiving in the normal classes those who bring records from other normal schools or from colleges. The president and the secretary are a standing committee to investigate all applications for such recognition, and to pass upon the question of admission.

The question of manual training in the public schools has not been without consideration by the regents and faculty of this institution, and a small appropriation by the Legislature of 1889 will be utilized to inaugurate such work in that line as will place the Normal graduates in an intelligent position on that subject. Another of the new features of the School is a permanent exhibit in two rooms of the third story where the work done in the various classes is arranged for inspection. The material shown consists of apparatus, together with mounted and other preserved specimens prepared in the science department, examination

papers, drawing and modeling done in the normal department and in the model school, besides a full display of kindergarten work. This shows to those who happen to visit the building when school is not in session, the results of class work, and it enables those who visit the classes to see what has been accomplished, as far as the material side of the work is concerned, by the methods and processes in use. It also affords the students an excellent opportunity to make a helpful and systematic study of school work and school appliances.

The growth of the library is recorded elsewhere, and will show in this period a marked change. Many periodicals, including all the leading magazines of the country, have been placed in the reading room. The library has changed from a set of plain shelves with a thousand books, half of which belonged to the city and have been returned to their owner, and has become a magnificent collection of five thousand volumes, systematically arranged in handsome cases, distributed through three well-lighted and well-furnished rooms.

The two literary societies so long identified with the institution have for their own exclusive use each a handsome hall, well furnished with carpet, furniture, pictures, etc., and a third society is practically on an equal footing with them, having like them a piano, and sharing an equally well-furnished room with the Young People's Society of Christian Endeavor, which is also a new organization. The literary societies are all greatly aided by the faculty in the preparation of their programs by virtue of the arrangement which allows members of the societies to have credit in the regular school record on declamation, essay, and oration rehearsed before members of the faculty. Of course these exercises do not constitute nearly all the society work, but the character of the society programs receives a marked improvement from the confidence and polish which come to those who rehearse their exercises to competent and careful critics at a time long enough before presenting them to the public to allow the culture of their preparation to become a genuine growth. The plan of limiting to students and those who present invitations the privilege of attending evening meetings in the building during most of the year, works excellently along with the plan of closing the doors so that none go to any of the societies after the hour for opening. The program can be given in the most effective manner possible when the entire audience is in place at the time for beginning, and is composed almost wholly of those who are specially interested in the success of the exercises. The kindly coöperation of the societies with the management of the School is a marked feature of the present administration.

The growth of the School financially during this administration is worthy of remark. The cash value of grounds, apparatus, furniture, etc., has been increased over \$50,000, the endowment from the sale of salt land appropriated in '86, \$81,000, and the annual income, exclusive of legislative appropriations for fuel, library, apparatus, etc., has, by the increase of endowment and the amount of contingent fees col-



ALBERT R. TAYLOR.



lected, risen \$12,000 higher than it was at the beginning of this period. It should be noted that this increase, great as it is, has hardly kept pace with the School's growth in size and efficiency. The work now doing makes a showing in the matter of economy that may well encourage the State in generous munificence to this institution.

The neat plots of ground in the campus kept by the various classes, the banners and class cards of the seniors, the taste, without extravagance, in dress shown by both ladies and gentlemen indicates that the Normal students learn to appreciate the value of the beautiful, and will make teachers fit to grace any society. The care of our building has few equals in neatness and cleanliness, if we may believe the statements of thoroughly traveled friends; and surely the remark of a former board of visitors, in their report to the State Superintendent, that the boys should learn not to mark the walls, could hardly be made in the present condition of things.

There is a marked increase in the demand for a higher degree of culture, as indicated by the greater size of the classes in optional studies, and the larger number of pupils who take the Latin. Our students are most thoroughly mastering an English education and preparing themselves to teach, when they make themselves familiar with the language from which so many of our words come.

The government of the School is so shaped as seemingly to take care of itself. The students are easily led to conform their conduct to the best interests of the whole institution. The plan which some eastern colleges and universities are now introducing as a new triumph, namely, the organizing of the School so that the students may be divided among the faculty and each may have personal supervision and counsel, has been in unheralded operation here for the last half-dozen years. Each member of the faculty is class teacher for a certain class, and is expected to secure the coöperation of class committees in calling on the pupils, caring for any who may be sick, encouraging or restraining or guiding any who may need the help of stronger personalities than their own, and in awakening to higher endeavor. The adoption of class colors and the giving of socials in the Normal building under the auspices of various classes, the holding of class gatherings, and the inauguration of various class enterprises, all tend to arouse a class spirit which can be swayed to the accomplishment of good, yet restrained from running to riotous excess. The era of good feeling has surely dawned upon the School in all its brightness. There is no calling up of the bitterness of the past, except to remember with sympathy those who drank of its troubled waters. The relations between the School and the citizens of Emporia are of the most kindly nature. There is no longer any complication about the control of boarding-houses or other property belonging to the city, nor is there any need of a repetition of the sacrifices to assist the School which were formerly made by the generous people of the city. The students are allied to the citizens by ties better than those of dependence: they

are friends who are kindly welcomed as boarders in the homes of the city, and as workers in the church, in the Sunday school, and in every worthy enterprise. There is no spirit of lawlessness shown in a disposition to disturb the property of citizens; the Normal people have the reputation of being the most orderly element in the community. The spirit of work takes full possession of faculty and students. The Normal has little intermission during the year, except the summer vacation. It dismisses for Thanksgiving, for Decoration Day, and for a short period at the Christmas-time; it believes in thankful recognition of the Source of all good, in thoughtful honor to the heroic dead, in the joyousness of proper seasons of festivity, but it believes most thoroughly in that manifestation of gratitude, respect, and joy which finds expression in the cheerful doing of all the duties of school life. There is surely no cloud on the horizon of the institution. It has enjoyed a period of undisturbed prosperity sufficiently long to give assurance that it has become well established. President Taylor has already completed seven years of service—a longer term than any other has ever made in his position. The union of him and the Normal School in the present relation is surely an alliance of genuine love, which ought to be in no danger of early divorce.

In September, 1867, in accordance with the law, a model school was organized and placed in charge of Mrs. J. W. Gorham from the Illinois State Normal University, who had recently been added to the faculty. Two grades were provided for—the grammar and the intermediate. The number of pupils was limited to thirty. In the spring of 1868, Miss Pitman having taken charge of the work, a primary grade was added to the model school. She resigned before the close of the year, however, and the school suspended until September, 1868.

During the rest of President Kellogg's administration, the model was a characteristic feature of the Normal School, but, for lack of room, he advised its discontinuance, and at the close of his administration the preparatory class was used as a training school. The matter of restoring the model school was a favorite idea with Dr. Hoss, and came up again and again during the years 1872 and 1873 in the board meetings, and was postponed from session to session, apparently with the hope that some solution of the difficulty might be found.

In May, 1873, the following preamble and resolutions were adopted:

"Whereas, We deem a model or practice school necessary to the efficiency of the Normal; and whereas no funds exist to meet expenses of such school: therefore,

"Resolved, That the department of elementary branches be suspended from and after close of current term, and that appropriation for said department be used for support of model or practice school.

"Resolved, That students be admitted from eight years and upward."

On the opening of the new building in September, 1873, the model school was reorganized and a room set apart in the stone building for its accommodation. The city schools of Emporia furnished one grade for the "training school;" the attendance increased so rapidly that

more room was needed before the year closed. Dr. Pomeroy, in his report for 1874, says : "At the annual meeting of the Board of Regents in June, provision was made for establishing in connection with the Normal, as an integral part of its work, a high school and grammar school department, to be called the Model School, and a training school to consist of all grades below the grammar grade. In this new order, the professional work of the Normal in the education of teachers was especially regarded and facilitated by the establishment of schools of observation and practice in teaching. With the fall term, the new plan was carried into operation, and with most gratifying results."

One room of the main building, that corresponding to No. 18 of the present building, was used by the model school in 1874-5. In 1875-6 the model school used two or three rooms of the old stone building.

These departments were affected largely by the varying fortunes of the School, until the fire, which the model or preparatory department only survived.

In January, 1880, Prof. B. T. Davis, superintendent of the city schools of Emporia, was appointed as principal of the model school and director in training. He retained his position as superintendent of the city schools and the pupil-teachers were permitted to observe and teach classes in them. A two-years preparatory course supplied grammar-school classes for practice in teaching in the Normal School building itself. This plan was not very satisfactory to the people of the city, nor to the management of the Normal School, and in July, 1880, Prof. Davis resigned his position in the city schools that he might give all of his time to the Normal. A "Preparatory and Model School" was at once organized, embracing classes from the primary through the grammar grades, and the enrollment reached two hundred and two for the year. This model school enabled the director to give more definite practice at once to the teachers.

In April, 1882, Professor Davis, with the approval of the faculty and regents, assumed part of the responsibility of employing Miss Emilie Kuhlmann, of Centralia, Kansas, as instructor in kindergarten methods. A kindergarten was at once organized, and before the year closed became a very popular feature of the School. The first term some thirty-five teachers received instruction in kindergarten methods. The next year it was made a part of the model school, and Miss Kuhlmann became a regular member of the faculty. The kindergarten and lower primary grades were in charge of Miss Kuhlmann; the upper primary and lower intermediate classes in charge of Miss Sue M. Crichton, a successful primary teacher from West Virginia, who had been appointed to the position of assistant in mathematics in 1879. The director in training, aided by assistants chosen from the graduating classes, supervised the advanced grades. The practice school as thus provided, carefully graded from the kindergarten up to the high school, all under intelligent and experienced supervision, furnished just the

facilities needed to exemplify methods and to train teachers for such grades of public school work as they might have in view.

Prof. J. N. Wilkinson, a graduate of the Illinois State Normal University, as the successor of Professor Davis, September, 1884, brought with him a valuable experience in all grades of public school work.

In the spring of 1887, Miss Crichton resigned her position, and was succeeded by Miss L. J. Stephenson, late superintendent of schools for Woodson county. In June, 1888, Miss Minnie E. Curtiss, of Adams, Mass., was elected assistant teacher, part time, and was at once placed in charge of the grammar-school classes. These three ladies and the assistant chosen from the senior class, coöperate with the director in the management of the model school and the practice work of the pupil-teachers. In 1885 the term "preparatory" was dropped and the term "model" only retained, as the school is sustained primarily to give the pupils in the normal department actual practice in teaching, rather than to prepare the children in it for entering the Normal proper.

In a general way, much had been done to awaken an interest in light gymnastics. Calisthenics had been a regular exercise at the very beginning of the School. The building of 1873 had a room set apart for the gymnasium, but in the urgent need of other departments it was left unfinished. A small appropriation by the Legislature in 1883 sufficed to finish the gymnasium, in the building of 1880, a large and well-ventilated room in the basement, and supply it with suitable apparatus. Prof. Davis, as director in training and gymnastics, was an enthusiast in this department, and the increased facilities enabled him to organize the pupils into classes for regular drill for ten or fifteen minutes daily. In these exercises Dio Lewis's system was largely followed. A system of measurements was adopted, and record books provided. From time to time additional apparatus has been put into the gymnasium in the way of chest weights, walking-rings, ladders, etc. In the winter of 1889 a room in the third story was supplied with a good line of instruments for physical measurement. The records are made in accord with the latest and best approved anthropometric systems. Valuable features from Blaikie's system and from military tactics have been added. A variety of desk exercises has been devised, suggested in part by the Swedish system of gymnastics. All pupils, unless excused by satisfactory reasons, are required to engage in the daily exercises in light gymnastics under the direction of chiefs chosen from the advanced classes. Certain periods are assigned pupils who may wish to use the heavier apparatus. While nothing requiring very great skill is attempted, enough is provided to awaken that zest which makes all such exercise healthful and profitable. Every pupil before graduation is required to lead a section in drills for such time as the director may designate. This gives practice in command, and serves to develop self-confidence. The following points are kept constantly in view: the development of health, strength, beauty of form, grace of movement,

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the subserviency of body to the demands of mind, and withal of higher ideals of the physical man and woman.

The fire of 1878 swept away everything valuable belonging to the natural science department. When Prof. H. E. Sadler was called to the chair, in 1880, he was compelled to work with such simple material as he could gather together. To one just out of the splendid laboratories of Yale College this was no light task, and yet that very experience now enabled him to devise ways and means to awaken an interest in the sciences which played no little part in bringing them into their present prominence. The limited time given to most of the subjects did not give very satisfactory results, however, and when in 1884 the "common school," a two-years course, was abolished, the time for each of the sciences was extended to a full term—twenty weeks. More extended text-books were introduced, and the work was greatly enlarged.

On the resignation of Prof. Sadler in 1886, Dr. T. H. Dinsmore, of York College, Pa., was elected to the chair of physics, chemistry and physiology, and Prof. D. S. Kelly, late of Jeffersonville, Ind., to the chair of natural history.

The division of the work enabled each department to give more time to the development of laboratory practice. With the completion of the new wing in 1888, four handsome rooms were fitted up for the use of each department—the laboratories proper being in the basement. Though for years the classes had done more or less in the way of experimentation, it now became possible to permit every pupil to do a large amount of laboratory work. Pupils are assigned to regular duty there, and do a variety of work in the way of dissections, making simple apparatus, etc., etc. From a thousand to fifteen hundred dollars per year is now appropriated for apparatus and museum, and so generous are the facilities becoming that there are probably few schools outside the old and heavily endowed colleges that accomplish more in the practical way in the study of this most delightful department of knowledge.

In the spring of 1883, Miss M. P. Spencer, one of the "immortal eighteen" who entered the School when it first opened and a graduate in the class of 1869, was elected to the chair of elocution. The chair might better be called the chair of reading, for the reading classes proper monopolize most of her time. While devoting her energies largely to reading, she has charge of the second-term classes in declamation, and gives fortnightly lessons to the senior class in the Delsarte system of expression. In teaching elocution, the art of interpretation is regarded as no less desirable than the art of expression, and the result has been highly satisfactory. All of the work is supplemented by instruction in methods of teaching reading.

Though drawing is not one of the required branches in the public schools of the State, it is rapidly winning its way to popular favor. The art department of the State Normal School has been a great factor in bringing it into its present prominence. Among the teachers whose

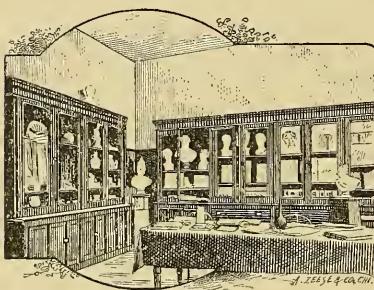
ability and enthusiasm awakened interest in the subject, perhaps Mrs. W. S. Picken, formerly Miss L. H. Hoxie, should be mentioned first. She was elected to the chair of drawing and geography in 1881, and at

the time of her resignation in 1887, had made her department one of the most attractive features of the School. She was succeeded by Miss May L. Clifford, of the State Normal Art School, Boston, a lady of rare taste and promise. The department is now provided with a fine line of casts, reliefs, models, typical historical ornaments, illustrations of the various schools of architecture,

A CORNER IN THE ART DEPARTMENT, 1889.

photographs, etchings, engravings, stereopticon views, etc., etc. It is conceded that no other Normal School west of New York possesses completer facilities for instruction in art. The department occupies two rooms on the second floor.

The problem of securing a thorough musician for the music classes without drawing too largely on the salary fund has been happily solved by paying a reasonable compensation for the instruction of the regular vocal classes, and insuring a good income from private pupils in instrumental and vocal music. The experiment proved very successful under the direction of Prof. A. C. Moss, formerly of Pennsylvania, and his successor, Prof. Geo. B. Penny, recently of the Metropolitan Conservatory, New York City, is greatly pleased with the progress his classes are making. The work is thoroughly up with that done in the best schools. The department has several pianos in its service.



## Faculty Register.

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### PRESIDENTS.

L. B. KELLOGG, . . . . .	1865-71	R. B. WELCH, . . . . .	1879-82
G. W. HOSS, . . . . .	1871-73	A. R. TAYLOR, . . . . .	1882-.
C. R. POMEROY, . . . . .	1873-79		

### TEACHERS.

#### *Directors in Training.*

B. T. DAVIS, . . . . .	from Jan. 1880-84
J. N. WILKINSON, . . . . .	1884-.

#### *Mathematics.*

MRS. G. H. GORHAM, . . . . .	1867-71
S. S. BABCOCK, . . . . .	1872-73
P. J. CARMICHAEL, . . . . .	1873-76
GEO. FOWLER, . . . . .	1879-85
M. A. BAILEY, . . . . .	1885-.

#### *Natural Sciences.*

H. B. NORTON, . . . . .	1865-70 and 1873-75
R. B. DILWORTH, . . . . .	1870-73
S. C. DELAP, . . . . .	1875-77 and 1878-79
P. HARRIS, . . . . .	1877-78
M. R. COOK, . . . . .	1879-80
H. E. SADLER, . . . . .	1880-85

#### *Language and History.*

ABBIE G. HOMER, . . . . .	1866-67
MARY J. WATSON, . . . . .	1868-69
M. C. LAMPREY, . . . . .	1871-72
EMILIA F. BREWER, . . . . .	1871-73
MRS. A. P. MORSE, . . . . .	1873-75
MRS. M. J. POMEROY, . . . . .	1875-79
FLORENCE WHEAT, . . . . .	1880-81
VIOLA V. PRICE, . . . . .	1881-.

#### *Latin.*

J. H. HILL, . . . . .	1887-.
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#### *Drawing.*

REBECCA C. BUCHANAN, . . . . .	1874-80
THYGE SOGARD, . . . . .	1880-81
LILLIAN HOXIE PICKEN, . . . . .	1881-87
MAY L. CLIFFORD, . . . . .	1887-.

#### *Physics and Chemistry.*

T. H. DINSMORE, jr., . . . . .	1885-.
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#### *Natural History.*

DORMAN S. KELLY, . . . . .	1885-.
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#### *Reading and Elocution.*

MRS. A. M. PHILBRICK, . . . . .	1869-73
MRS. S. C. DELAP, . . . . .	1876-77 and 1878-79
MARTHA JOY, . . . . .	1879-81
MARTHA P. SPENCER, . . . . .	1883-.

### *Music.*

M. J. STIMPSON, . . . . .	one term in 1868.
T. G. JONES, . . . . .	1872-74
MRS. J. D. LEE, . . . . .	1874-75
MARY A. DICKASON, . . . . .	1875-76
MISS PEEBLES, . . . . .	1876-77
KATE S. CLISBEE, . . . . .	1877-79
MRS. A. ADAMS, term ending Jan. 1880.	
THYGE SOGARD, . . . . .	From Jan. 1880-81
J. T. REES, . . . . .	1882-83
R. A. KINZIE, . . . . .	1883-84
ALFRED C. MOSS, . . . . .	1884-88
GEO. B. PENNY, . . . . .	1888-.

### *Model School.*

MARY R. PITMAN, . . . . .	1867-68
ELLEN PLUMB, . . . . .	1868-70
MARY BAKER, . . . . .	1870-73
ROSE M. SMITH, . . . . .	1873-74
SARAH E. SPRAGUE, . . . . .	1874-75
IRENE GILBERT, . . . . .	1875-76
ELLA MURDOCK, . . . . .	1876-77
EFFIE PARTCH, . . . . .	1877-79
SUSAN E. CRICHTON, . . . . .	1880-87
LIZZIE J. STEPHENSON, . . . . .	1887-89

### *Assistants.*

IRENE GILBERT, . . . . .	1874-75
EFFIE PARTCH, . . . . .	1875-76
MARION DELAP, . . . . .	1875-76
A. GRIDLEY, . . . . .	1875-76
FRANK KIZER (and curator), . . . . .	1879-80
ASENATH E. DIXON, . . . . .	1879-80
MARGARET E. ESDEN, . . . . .	1881-82
WILLIAM REES, . . . . .	1881-82
E. D. KIRBY, . . . . .	1881-82
WELTHA A. WEBSTER, . . . . .	1881-82
ANNA BISSELL, . . . . .	1882-83
LULU H. HOLMES, . . . . .	1883-85
ANNA L. CARLL, . . . . .	1885-86
BERTICE C. HASTINGS, . . . . .	1887-88
MYRTLE JONES, . . . . .	1887-88
JEANNE BRAZIL, . . . . .	1888-89

### *Kindergarten.*

EMILIE KUHLMANN, . . . . .	1882-.
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### *History and Assistant.*

MINNIE E. CURTISS, . . . . .	1888-89
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## SKETCHES.

"The father and protector" of the Kansas State Normal School, Hon. L. B. KELLOGG, was born September 28, 1841. He spent his early boyhood in Ohio, then became a student in the Illinois Normal University, graduating in 1864. For a short time, Mr. Kellogg was teacher in the model department of the same institution, and was preparing to enter the law department of Harvard University. Mr. Morse visited the University in search of a teacher to take charge of the Normal School in the new State of Kansas. President Edwards recommended the energetic model-school teacher, L. B. Kellogg. The honor was at first graciously declined, but after some deliberation, and considerable pressure, the call was accepted, and on February 15, 1865, the Kansas Normal School was opened, with L. B. Kellogg as principal and the only teacher. The young principal laid broad and deep the foundation of normal-school work, thus securing the future prosperity of the institution. While each successive president has had his peculiar merits, each having high rank among educators, we doubt if any other man could have so successfully taken the crude material of a frontier people, and with the limited resources, could have so fashioned, equipped, and set afloat the educational barque of our young State. Such was his zeal and his tact, that in a very few months the School was a prominent factor in the educational life of Kansas, and before his resignation at the end of six years the institution had a national reputation. An evidence of his high standing as an educator was an offer, in 1867, from the University of Missouri, to take charge of the Normal Department of that institution at a salary of \$2,100.

On December 19, 1866, Principal Kellogg was married to Miss Abbie G. Homer, who for a short time was a member of the Faculty. She was a lady of fine culture, but of delicate constitution. Two sons were born to them, Vernon and Fred, now students in our State University. On May 15, 1873, Mrs. Kellogg passed from this life—the victim of consumption.

On leaving the teacher's profession, Mr. Kellogg began the practice of law in Arkansas City, Kansas, but soon after returned to Emporia, and opened an office here. His marriage to Mrs. J. M. Arthur took place in 1878. Mrs. Kellogg, a scholar and a student, was soon admitted to the bar, and the two constituted the unique firm of husband and wife, attorneys at law. Though the practice of the profession has been left mainly to the husband, the intelligent interest of Mrs. Kellogg has quickened his powers, aiding him in a constantly-broadening field of activity. By this marriage, two sons and a daughter have been added to the family. Mr. Kellogg was elected a Representative in the Legislature in 1876, and on the expiration of his term, was immediately elected Probate Judge for Lyon county, serving three successive terms. He was elected State Senator before the last term expired.

In the later history of the Normal School, the institution has been

quite as deeply indebted to Mr. Kellogg as in earlier times, since it was largely through his influence in the Senate that the Legislature added the salt lands to the endowment fund, and made the appropriation for the much-needed wing recently erected. The position in the Legislature was a step to one of the highest within the gift of the State—that of Attorney General, to which Mr. Kellogg was chosen in the fall election of 1888. Mrs. Kellogg has been appointed Assistant Attorney General.

In the life of the second president of the Normal School we see a long career devoted to educational labor. GEO. W. HOSS, LL.D., was born in Brown county, Ohio, on a farm. He was educated in Asbury (now DePauw) University. In 1852, he was made professor of mathematics in the Indiana Female College, and three years later became president of the same institution. Later, he accepted the chair of mathematics in the Northwestern Christian University, of Indianapolis, and in 1864 was elected State Superintendent of Public Instruction in the State of Indiana, holding the position for two terms. Retiring from the superintendency, Prof. Hoss took charge of the department of English literature in the Indiana State University, leaving this position to accept the presidency of the Kansas State Normal School in 1871.

In spite of the opposition encountered by the School in those early days, his administration was marked by a steady growth of the institution. Perhaps the most substantial evidence of this was the handsome brick structure erected during the period of his presidency. His influence upon young people was most salutary, and Dr. Hoss and his estimable wife were great favorites in the church circles of the community.

Dr. Hoss has also extended experience in journalism, having been editor and proprietor of the *Indiana School Journal* for a term of nine years, and having had charge of the *Kansas Educationist* from 1880 till 1884. Under his management, the tone of the paper was elevated and the circulation extended. In 1880, Dr. Hoss was appointed instructor in elocution and lecturer on oratory in the Kansas State Normal, in which position he served for some time.

On retiring from editorial work, Dr. Hoss accepted the chair of English literature and oratory in Baker University, Kansas, a department for which he is eminently fitted by his tastes and attainments. A lover of the beautiful, he has been a life student of the science and art of expression, and zealously strives to lead his pupils to excel in the noble field of oratory.

DR. C. R. POMEROY, the subject of this sketch, connected his history with the Kansas State Normal by accepting the presidency of this institution in 1874. He entered upon the work with superior qualifications, as evidenced by his earlier history and years of successful labor in the educational field. He was graduated from Wesleyan University,

Middletown, Conn., first third of class, A. B. 1853, A. M. 1856; and from Simpson Centenary College, D. D. 1874. He was a student of theology at Union Theological Seminary in 1853-54; was teacher of Greek for a time in Ft. Edward Collegiate Institute; held a principalship in different schools from 1856 to 1860; was ordained in 1868, and became pastor at Batavia, N. Y., the following year; was president of the Kansas State Normal School six years. He was an able instructor, an excellent disciplinarian, and a leader who felt his responsibility in moulding the character, as well as the intellect of the youth in his charge, and many a student gratefully remembers his starting toward the better part of life as due to Pres. Pomeroy's strong moral influence. He was keenly alive to the fact that many teachers undermine their health (making inefficient teachers) from lack of out-door exercise; and in this, as in all else, he "practiced what he preached," and could often be seen riding horseback, or out in the early morning chopping his own firewood. His estimable wife, Mrs. Pomeroy, took charge of the languages in 1875. She was a kind and sympathetic friend, as well as an able and enthusiastic instructor, and her many noble qualities greatly endeared her to her pupils. The work of President Pomeroy's graduates and students who went out to teach clearly demonstrates the wisdom of his favorite quotation in school work, that "Anything that is worth doing at all is worth doing well."

President Pomeroy and his wife were staunch friends of the Normal; and when the students met in the old boarding-hall after the fire, under the discouraging prospect of a removal of the School from this place, it was their leader who began, "Hold the fort, for I am coming," joined by the students' earnest voices; and it was not until the darkest hours were passed, the School re-established, and a new building was being erected, that President Pomeroy resigned in 1880 to accept the presidency of Callanan College, Des Moines, Iowa, remaining there until 1888, when he resigned and moved to Vashon Island, Washington Territory. He is now presiding elder of that district.

R. B. WELCH, M. A., now State's attorney for Shawnee county, Kansas, was educated in Illinois Wesleyan University, at Bloomington. Previous to coming to Kansas he was engaged in educational work in Abingdon, in Washington, and in Pontiac, Illinois. Prof. Welch was president of the Kansas State Normal from August, 1879, till June, 1882. Under his vigorous management the increase in attendance was quite marked, and an era of prosperity for the School began to dawn. Prof. Welch was kind and genial, was beloved by his pupils, and was popular throughout the State as an educator. It was therefore a source of deep regret when the announcement came that he was soon to abandon his profession for the law. He is a deep thinker, a ready speaker, and a natural born leader. Few men are better able to present a philosophical subject in an entertaining and instructive manner to a popular audience. However, Mr. Welch is not entirely lost to his old profession, since he evinces an abiding interest in education and in the welfare of

our State Normal School. Aside from performing his legal duties, Mr. Welch is now president of the board of education of the city of Topeka.

He married Miss Maggie Hamand, of McLean county, Ill., July 31, 1870. She is a woman of noble heart, and has been to him a helpmeet in the highest sense of that word. To her sympathy and faithfulness he freely ascribes whatever of success may have come in life's battle. Four bright children—Charles, Lena Bell, William, and Kate—grace their home.

It is an interesting coincidence that the present president of the State Normal School of Kansas was not only a pupil of the first president of the same institution, but was a member of the class reciting at the moment Prof. Kellogg was called from his pupils in the model department of the Illinois Normal University to be interviewed by the regent from Kansas.

ALBERT R. TAYLOR, PH.D., is a native of Putnam county, Illinois. Like many of America's own true sons, he was born in a log-cabin, and like many whom our country loves to honor, his earliest occupation was farming. Later he became a machinist, continuing in this work, except one year, until entering college. This one year was spent in merchandising, and perhaps no year of his education was more valuable to the future teacher of psychology and management than this, which afforded so fine an opportunity to the keen observer for the study of men.

After leaving the Normal University, he was for a time a student in Knox College, and later in Lincoln University, where he graduated with the class of '72. Mr. Taylor had planned to study law upon the completion of his course at Lincoln, but was immediately offered a tutorship in the University, which he accepted. Teaching proved a delight, and before the year closed a full professorship was offered him. This was the chair of natural sciences, which Prof. Taylor filled until his election to the presidency of the Kansas State Normal School in 1882. Upon his accepting the new position, his *Alma Mater* conferred upon him the degree of Doctor of Philosophy.

In this institution was a wide field for the activities of this organizer and lover of didactic art. There was the beginning of a rebound from those days of adversity in the history of the Normal School; and the incoming president not only availed himself of the elements of power developed by his friend and predecessor, President Welch, but also of those elements of strength which had characterized each administration. The alumni and former students find a hearty welcome to the old Normal home; their interests are the School's interests, and the School's interests, theirs. Under his management, the growth of the institution becomes a source of pride throughout the State. The new president at once takes front rank among our educators, being chosen president of the State Teachers' Association in his second year in Kansas. In 1886 the Emporia friends compliment him by a life directorship in the National Educational Association, and he is chosen president

of the Normal section of the Association for the great Chicago meeting in 1887. His educational lectures are in great demand, and the products of his pen are sought by our leading magazines.

But while his professional labors have borne noble fruits, there is another field of work where the harvest is plenteous, and where possibly President Taylor has a richer reward. A thorough Bible student, he has been for years a devoted teacher in the Sabbath school, was for quite a time a regular commentator on the lessons, contributing to the *St. Louis Observer*, and is now a member of the corps of lecturers for the Pertle Springs, Missouri, State Sunday-School Encampment of the C. P. Church.

In October, 1873, Mr. Taylor married Miss Minerva Dent, who is in entire sympathy with him in his labors, and who lives in the hearts of his friends as his peer. Their home, graced by the presence of the two daughters, Jessie and Kittie, sheds a beautiful radiance upon the lives of the many young people whose privilege and pleasure it is to enter therein.

S. S. BABCOCK had charge of the chair of mathematics from 1871 to 1873. He was a man of fine literary taste, ripe scholarship, a vigorous mathematician, and a brilliant teacher. His connection with the institution was during the troubled period of its history, and his stay was short. Prof. Babcock returned to Ypsilanti, Mich., in which city he had formerly been connected with the faculty of the State Normal. Soon after, he changed his profession to that of the law and removed to the city of Chicago.

M. A. BAILEY, A. M., was born at Middlefield, Ct., January 31, 1856, and graduated from Wesleyan University, Middletown, Ct., in 1877. In August of the same year he married Miss Ida Shelley, of Durham, Ct., a lady much beloved in the Normal circle of acquaintances. Soon after, he began teaching in the public schools of Winsted, Ct. Upon leaving Winsted, in 1880, he became head master of the high school of Keene, N. H., where he remained till elected to the chair of mathematics in the Kansas State Normal, a position for which he was most highly recommended by prominent educators in New England. His work here has not only demonstrates the fact that Prof. Bailey is a mathematician, but that he is energetic, thorough, clear, incisive as a teacher. He is well-known as an institute instructor and conductor, and is one of the few men who are able to teach "thirteen months in the year."

MISS MARY BAKER was for a time teacher of the model department, and was a lady of noble character and fine attainments. She taught here during the years of 1870-73, and is now deceased. Her home was in Illinois.

MISS EMILIA F. BREWER, of the department of language and history, has now completed her thirtieth year as a teacher. Her teaching in Kansas previous to coming to Emporia consisted in some years in

Leavenworth and Paola. She is a graduate of Mt. Holyoke, and imbued with the benevolent spirit of the noble founder of that institution. Miss Brewer went to the Dark Continent in 1876 to teach in a school established there for the higher education of the young people, descendants of a colony of Huguenots, then just established by the government of Holland. In 1883 Miss Brewer returned to America, spent a "delightful year in study at Wellesley College," then went in the service of the Woman's Home Missionary Association to teach among the mountain whites of northwestern Alabama, where she has since been at work. Her life is thus given to the lowly and the needy, doing what she can. Her present address is Grinnell, Iowa.

MISS REBECCA C. BUCHANAN was teacher of drawing, geography and penmanship from 1874 to 1880. Leaving here she was for several years connected with Callanan College, Des Moines, Iowa, and from there went to Boston, Mass. At the time of her resignation, the board of regents resolved "that during the five years of her stay in the State Normal she had exhibited superior qualifications of head and heart for the right performance of the duties of her chair."

P. J. CARMICHAEL had been superintendent of the city schools of Leavenworth and of Emporia for some time previous to his work in the Normal. After a term of three years in this institution he went to California, but in 1880 was recalled to the superintendency of the city schools of Emporia. Leaving here he went to Altoona, Pa., as superintendent of the schools.

MISS MAY L. CLIFFORD is now in her second year in the art department of this institution. This lady graduated in the State Normal School of Maine, and later in the State Normal Art School of Massachusetts. By several years of studio work under careful criticism, Miss Clifford has prepared herself for teaching advanced drawing, oil and water-color painting, applied design and modeling, in addition to the systematic instruction in methods and execution, which is an important part of the course of study in the institution, and of especial advantage to teachers. Miss Clifford began teaching in the district schools. Later she was a member of the faculty of the State Normal of New Hampshire, where she instructed in methods, and also had charge of the art work in all grades of public schools constituting the training department. Therefore by study and by experience, as well as by her natural qualifications, Miss Clifford is admirably fitted for the important chair which she fills. Her work, while replete with practical aids to the teacher, is marked by a refining influence upon the life and character of the young ladies and gentlemen, by whom she is regarded as an ideal teacher.

MISS KATE CLISBEE, now Mrs. Perry, living in Berea, Ohio, was teacher of music from 1877 to 1879.

M. R. COOK, C. E., of the department of natural sciences, held the position during the year of 1879-80, and had held a similar position in the State Normal School of New York before coming west. Modest and retiring, he was little known save to the few intimate friends among his co-workers, who say that he was a man of royal parts. He met his death on the 23d of April, 1888, by falling seventy feet in a mining shaft, at Galena, Kansas.

REV. W. E. COPELAND was for one year teacher of Latin, geology, and book-keeping. He was not regularly employed as a member of the faculty, but rendered very valuable assistance in the teaching force during the year of 1873-74.

MISS SUSAN E. CRICHTON was educated in Parkersburg, West Virginia, in which State she was born. Miss Crichton possesses rare natural qualifications for teaching, being vivacious, apt, and filled with that pride of profession which gave such inspiration to the pupil-teachers under her training, and made her so delightful with the little people. For nearly seven years she was the efficient teacher in charge of the model intermediate department. In March, 1887, Miss Crichton resigned her position and married Mr. Lou Hoxie. She is now a resident of Lawrence, Kansas.

MISS MINNIE E. CURTISS came into this institution with the opening of the present year, September 3, 1888, a young lady of fine ability and high culture, having graduated at Onondaga Seminary and at Syracuse University, and having traveled extensively in Europe. Upon graduation, the University conferred on her the degree of B. Ph., and three years later that of M. Ph. This lady had won a reputation as teacher in Carmel, N. Y., and in Adams, Mass., which made her a desirable acquisition to the faculty of the Kansas State Normal. Miss Curtiss has charge of the department of U. S. history, and is assistant in the training department. She is everywhere efficient and faithful, inspiring her pupils with high aims and earnest effort.

BUEL T. DAVIS was principal of the training department from 1879 till 1884. He graduated in this institution, in the class of '76, and immediately accepted a position as superintendent of the schools of Chetopa, Kansas, for the ensuing year. The following summer he was elected to the superintendency of the city schools of Emporia, retaining this position until he took charge of the training department. The department, under his direction, soon became an important factor in the School. It was largely under his own personal responsibility that the kindergarten was introduced, and much that is still valuable in the model school is due to his ability and energy. He quickly systematized the work in physical training, and succeeded in awaking great enthusiasm for physical culture. He is possessed of good executive ability, is familiar with all grades of public-school work, and his social qualities make him friends in every circle in which he moves.

Prof. Davis was married in 1883 to Miss Waite, of Seneca, Kansas, a lady highly esteemed for her womanly traits of character. Resigning in 1884, Prof. Davis devoted himself for a time to editorial work. Finding this less to his tastes than teaching, he accepted the superintendency of the Chetopa schools for a short time; then went to Anthony, Kansas, as superintendent of the city schools. He has been elected superintendent of the Atchison schools for the ensuing year.

MRS. S. C. DELAP was assistant in the model school for 1875-6, and had charge of reading and elocution for 1877 and 1879. She is a graduate of the National School of Elocution and Oratory, of Philadelphia; is a woman of untiring energy and a fine teacher, with marked devotion to her profession. In 1880, Mrs. Delap removed with her husband to Trinidad, Colorado. Several bright young faces now grace their home, and Mrs. Delap devotes her attention to the cares of home, retaining an active interest in social and public affairs.

S. C. DELAP, B.S., had charge of the department of natural science in 1875 and 1876, and also from 1877 to 1879. He taught in one of the Pennsylvania State normal schools in 1876-77. He is a graduate of the Millersville State Normal School of Pennsylvania, where he also taught for a time after graduation, after which he was connected with the faculty of the Indiana State Normal School of Pennsylvania. After his resignation in the Kansas State Normal, Prof. Delap took a course in the School of Homeopathy, in the University of Iowa, graduating March 4, 1880; and very soon after he settled in Trinidad, Col., as a physician, and is now enjoying an extensive practice in that city. As a teacher, his work in physiology was especially fine, since he had long anticipated entering the medical profession.

R. P. DILWORTH, of the chair of natural sciences from 1869 to 1873, was a graduate of Princeton College, of the class of '64. Perhaps no man in the history of the institution is more fully described by the word "brilliant" than is Prof. Dilworth. In teaching-power he was strong, making alive every subject he touched. Geography was especially vivid and interesting as presented by him, and enthusiastic disciples say that he alone taught them geography. Mr. Dilworth was for a time in the Union army, and before coming west was pastor of a church in Union City, Pa. After severing his connection with the State Normal School, he resumed his ministerial labors in Pennsylvania, remaining there for some years, but is now a home missionary for the Presbyterian church, with headquarters in Vashon Island, Puget Sound. Address, New Tacoma, W. T.

T. H. DRINSMORE, Jr., Ph.D., of the chair of physics and chemistry, was graduated at the Highland University, Kansas, in 1876, and was immediately elected to the chair of physics and elocution in that institution. In 1879 the Degree of Master of Arts was conferred upon him, and the same year he received and accepted a call to the chair of natural sci-

ence in the York College, York, Pa. In 1880 he was elected a member of the American Association for the Advancement of Science. The year 1883, while connected with York College, he spent in post-graduate work in the Johns Hopkins University, Baltimore. The degree of Doctor of Philosophy was conferred upon him in 1884. In 1885 he resigned his life professorship in York College to accept a call to the chair of physics and chemistry in the Kansas State Normal School. In 1888 he was elected president of the Kansas Academy of Science. In addition to his educational work he makes a specialty of popular scientific lectures. The wide recognition of the ability and scholarship of Prof. Dinsmore presents a handsome testimonial of his fitness for the department of physics, chemistry and physiology. He is actively engaged in all forms of church work, and his uniform courtesy makes him a great favorite in society, as well as in the immediate circle of students.

GEORGE FOWLER, A. B., had charge of the department of mathematics from 1879 till June of 1885. He was graduated at Amherst College, and had taught in Saratoga, N. Y., and also in Poughkeepsie. The law had been the chosen profession of Mr. Fowler, and after six years in the State Normal he resigned, and soon after became a member of the legal firm of Gillett, Fowler & Sadler. He continued in this firm until 1888, when he removed to Seattle, W. T., where he now resides and works in the interests of the Central Loan and Mortgage Company. Prof. Fowler is scholarly, a man of exquisite taste, a fine literary critic, and was a lover of the work in his department. He was deservedly beloved as a teacher.

MISS IRENE GILBERT, the successor of Miss Smith in the model department, was educated in the Fredonia Academy, in Fredonia, N. Y. In this city she was also engaged in teaching for a time, after which she taught in the schools of Winona, Minn., until accepting the position in the State Normal School here. Miss Gilbert was conscientious and faithful, and her work was regarded as truly model teaching. Like many other excellent instructors in this unsettled period of the history of the Normal, it was a matter of deep regret that her stay was so brief. Miss Gilbert has been teaching the entire time since leaving here, and has for a number of years had charge of a primary department in the Kansas City schools.

The second lady employed in this institution was MRS. J. H. GORHAM, as preceptress and teacher of mathematics. On entering upon her duties here, Mrs. Gorham was given temporary charge of the model department, when it opened, in 1867. Having been a student in the Illinois State Normal University, after a period of teaching in Rockford, Ill., Mrs. Gorham came to the Kansas State Normal School in 1867, remaining here until 1871. Not only was she in charge of mathematics, but reading, history and botany as well, for in those days we scarcely heard of departments in the School. Mrs. Gorham was a rigid

disciplinarian, and a very thorough teacher—a true disciple of normal methods. Soon after leaving Kansas, Mrs. Gorham was married to G. S. Robinson, a lawyer, now a Justice of the Supreme Court of Iowa. Together with the care of four children and general housekeeping duties, Mrs. Robinson finds time to superintend a Sabbath school, lead a Chautauqua class and a ladies' literary club, and also performs the duties of member of the school board in Storm Lake, Iowa, her present home. Thus she keeps fully abreast of the times, her old love of education and progress fanned to a brighter flame by the demands of the home circle.

PROF. P. HARRIS, of the department of natural sciences, taught in this institution during the year 1876-7. After his resignation, he went to Mendota, Ill., and on November 29, 1877, married Miss Peebles, the teacher of music for that year. Mr. Harris was for some years engaged in civil engineering at St. Charles, Mo., and at Kansas City, removing to the latter place in '84. When last heard from they resided in Colorado.

JOSEPH H. HILL, A.M., of the department of Latin, was a resident of Emporia in his boyhood; was a pupil in the city schools, then in the State Normal, graduating in this institution in 1876. His first experience in teaching was in the public schools of Oswego, Kansas, which was followed by teaching in the Americus, and later the Emporia public schools; spent several summers in institute work. Mr. Hill then decided to take a course in theology, and accordingly entered the Northwestern University, at Evanston, Ill., graduating there in 1887. In 1886, he entered the Rock River conference of the M. E. Church, served two years in the pastorate at Maywood, Ill., and is now a member of the South Kansas conference. In 1887, he was offered and accepted the chair of Latin, a department newly created in his first *Alma Mater*. He is peculiarly well adapted to this work, and his thorough study of sacred truth gives him a power which makes his influence as a teacher invaluable.

MISS LULU H. HOLMES, our own rare Lulu, came to us at the age of sixteen, completed the three-years course two years later, and was elected tutor with the privilege of continuing her studies. Upon the completion of the higher course, she was elected to a position in the faculty, and there, in the short few months, she made herself as dear to her pupils as she had been to her teachers and friends. Her genius as a student shone even more brilliant as a teacher, inspiring her pupils to the activity of their highest powers. And beautiful indeed was her womanhood, embodying that pure faith which made more radiant the lives of all who knew her. In her short score of years she lived a life as fully rounded as many of ours may be in the three score and ten. She was called to her reward June 5, 1885. She sleeps in the Maplewood cemetery, near this city, and loving friends strew her grave with the choicest flowers of every season.

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It was during the administration of President Welch that Miss LILLIAN F. HOXIE, of Fort Scott, was secured for the department of geography, penmanship, and drawing. She had taught in the public schools of Michigan, and in Bourbon county, this State, and in the city schools of Fort Scott. Her work there, together with institute instruction and class exercises before teachers' associations, had won for her a State reputation. Miss Hoxie received her education in Michigan University. She is a woman of brilliant intellect, wonderful energy, and marked enthusiasm. This, with a ready fund of knowledge, rare powers of expression, and a thorough love of teaching, make her unusually popular in her profession. In 1886, Miss Hoxie was married to W. S. Picken, now one of the rising educators of our State; in 1887, she resigned her professorship, having held the position since '81. She retains her love of teaching, still responding to numerous requests for institute work, and at present teaches one of the primary grades in Eureka, Kansas, her husband being superintendent of the schools.

T. G. JONES, a teacher of fine ability, instructed in music during the years of 1872, '73, and '74. He was a composer of some note, and a fine musical critic. His general scholarship was superior, and later his love of theology led him into the ministry. He accepted a call in the East, and has been engaged in preaching since leaving here, with intervals of rest spent at his farm near Key West, Coffey county, Kan.

MISS MARTHA JOY taught reading and elocution from '76 to '79. Her work was valued highly by the regents, who express "great regret that she saw fit to sever her relations with the State Normal School." She was a faithful and a progressive teacher. Soon after leaving here, Miss Joy became Mrs. Robt. Dolsen, of Bay City, Michigan, where she resided until the time of her sad death in 1888.

The chair of natural history was established in 1885, and Prof. DORMAN S. KELLY, of Indiana, was elected to take charge of the new department. Mr. Kelly received his early education in a private seminary, and later in the State Normal School of Indiana. His career in teaching was a valuable preparation for a teacher in a normal school. He first taught in the district schools of Owen county, Ind., attending school between-times; and then as principal in the graded schools of his home village, Patricksburg, Ind. From here he was called to the principaship of one of the ward schools of Evansville, and at the close of the first year, 1877, was made assistant superintendent, retaining this position for five years, when he accepted the superintendency of the Jeffersonville schools, retaining this till coming to Kansas. Prof. Kelly has spent his summers in travel and study. The summer of 1886 he passed at Harvard, taking special work, and he has devoted much time to the collection of specimens. His great energy and perseverance have enabled him to build a fine foundation in the department of natural history, while his genial and kindly manner wins for him a wide circle of

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friends. Prof. Kelly was married in November, 1888, to Mrs. Louise Fox, formerly librarian of this institution.

MISS EMILIE KUHLMANN received her education in her native country, in the city of Bremen, Germany. For the purpose of perfecting her knowledge of the life and the language of the French, she accepted a position as teacher in France, where she remained eight years. Her interests were soon enlisted in America, and also in Kansas and its future. Her practical knowledge of kindergarten and primary methods made her a desirable woman for the primary department of a normal school, and in April, 1882, she was employed to establish a kindergarten here as an experiment, for the remainder of the year. The experiment proved so prolific of practical results, that the contract was renewed for the succeeding year. The department has been exceedingly popular, attracting many pupils from other States for special study in primary methods. Its great success is the best testimonial of the energy and effort of this guardian of the little ones, who is effecting a more intelligent activity in our primary schools. She also instructs in French and German, in special classes from the normal department. Miss Kuhlmann is now an American citizen, having been naturalized in 1886. She is ingenious in method, and readily adapts herself to our customs; is devoted to our institutions, and has a decided preference for the English language. With her native German strength are combined that gentleness and purity which are as essential to true womanhood as to the successful teacher.

Mrs. J. D. LEE had charge of the department of music during the year of 1874-75. In addition to her department work, she also taught drawing and penmanship. Mrs. Lee, formerly Miss Steele, was educated in Mt. Holyoke Seminary, in Massachusetts, and had taught, before coming here, in Northfield, Minn. She was a fine musician and a faithful teacher, and during her short stay accomplished much of value for her department. After leaving Emporia, she taught for six years in the primary department of the Kansas City public schools, and is now a resident of Chicago, Ill.

MRS. A. P. MORSE, after the death of her husband, the Rev. G. C. Morse, became a teacher in the public schools of Emporia, and later was employed in the Normal School as preceptress and teacher of literature, rhetoric, and history. Mrs. Morse as Miss Abby P. Barber had received her education principally at Wheaton Seminary, Norton, Mass. She was especially fond of those subjects of which she had charge, and was an enthusiastic and inspiring teacher. But as guardian of the young ladies whose interests Mrs. Morse had so thoroughly at heart, her services were even more valuable to the institution. Her resignation, in 1876, was therefore deeply regretted by the friends of the School. After this she was principal of the high school of Emporia, but in 1882 retired from teaching. Since then she has had a most active part in church and missionary work, in literary clubs, and

in the Chautauqua circle. She is now a member of the board of education in the city of Emporia, and is always a warm advocate of the cause of education.

PROF. A. C. MOSS, of the department of music, from January, '85, till June, '88, had formerly been principal of a graded school in Pennsylvania, and later devoted his time entirely to the management of operas, choruses, and concerts, in each of which he had marked success. He also won quite a reputation as composer of the operetta, and music for the piano. Prof. Moss's skill as a chorus leader was manifest in the successful chorus work of the public entertainments given by this institution during the time he was connected with it. He is a genial gentleman, and was always the life of the Normal social circles during his stay. On tendering his resignation, Prof. Moss accepted a position in the passenger department of the A. T. & S. F. R. R., at Kansas City, Mo., which position he now fills.

MISS ELLA MURDOOK was an Emporia girl, and received her education in the State Normal, graduating in the class of '76. She had charge of the model department during the year of 1876-7, and later taught in the city schools of Emporia. Ill-health compelled her resignation, and after a time she accepted a position as clerk in the Emporia post office, retaining this position until her marriage to Mr. Pemberton, of Leavenworth. For some years Mr. and Mrs. Pemberton resided in that city, but about four years ago came to make their home in Emporia, where they now reside.

HENRY B. NORTON.—

“Therefore I cannot think thee wholly gone—  
The better part of thee is with us still.”

A man of rare attainments and rarer spirit, a true teacher in the broadest sense—inspiring, informing, helpful—his name has an imperishable place in the history of the Kansas State Normal School. It was a fortunate circumstance that brought such a man in contact with the opening life of the institution. In the development of early educational thought in Kansas, in casting the mold of her fast-growing new institutions, though other men may have wrought less unobtrusively, no man rendered more valuable service than he. His life and character he wrought into other lives, and the work that he did lives still in those whom he taught.

Henry Brace Norton was born in Gaines, Orleans county, N. Y., Feb. 22, 1836. At the age of 10 he removed with his father to Wisconsin, and two years later to Ogle county, Ill. Naturally a student, earnest, thoughtful and aspiring, we find him receiving academic training, first at a classical school in Rockford, later at Beloit College, Wisconsin. In 1858 he entered the Illinois Normal University, where his extended and accurate knowledge, which won for him the title of “The Sage,” his rare personal qualities, and his unusual literary gifts, made his record as a student a memorable one. He graduated in 1861 with high



PROF. H. B. NORTON.



honors; spent one year in the institution as principal of the model school; taught one year at Warsaw, Ill.; edited the Bloomington *Pantagraph* for one year. Failing in health he returned to his father's home in Ogle county, and was soon afterward elected superintendent of schools for that county. From this position he received the call to Kansas, which brought him into association as vice-principal with the then just established Normal School, and had so important a bearing upon his life and the life of the institution. In 1864 Mr. Norton was married to Miss Marian Goodrich, who exchanged the relations of fellow-student and fellow-teacher for the more intimate life-companionship.

With his entrance upon the Normal School work in Kansas, Mr. Norton's life-work may be said to have truly begun. With qualities admirably supplementing those of the energetic and enthusiastic principal, Mr. Kellogg, he threw his whole soul into the work, and soon made for himself in the new community a place peculiarly his own. His winning, because loving, personality, his versatility, the many-sidedness of his interest in nature, in books, and in men, his poetic gift, his rare vivifying power as a teacher, gave his tireless spirit abundant entrance into fields of opportunity. His work in the Normal School, in teachers' institutes, and as one of the editors of the *Kansas Educational Journal*, brought him closely in contact with the teachers of the State, and in 1868 they gave expression unanimously in the State Association to their wish that he might be State Superintendent. He at last, however, declined to be a candidate for the position, but remained connected with the Normal School during five busy years—busy indeed, for he was poet, journalist, lecturer, a frequent contributor to literary periodicals, a religious thinker and teacher, for during that period he became a licensed minister of the Congregational Church. These years of active labor brought physical and intellectual depression. Resigning his position in the Normal School, in 1870, he became one of the founders of the town of Arkansas City, and sought renewal of health in the activities of frontier life. He spent much time among the Indians in the Territory, making a special study of their habits of life, and establishing a strong influence over them. In 1873 he returned to Emporia to resume his old work in the Normal School, remaining as professor of natural sciences until 1875. During that time he also served as pastor of the Congregational church.

His ten years of Kansas life were followed by ten equally busy and growing years in California, as teacher in the San José State Normal School—years doubtless of broader opportunity, for with his spirit of unresting energy he himself could not but broaden with the years. There he found fitting scope for his life's great capacities. Of the magnitude of his work on the Pacific Coast, and its felt effects in all educational circles, it is impossible here to speak in adequate terms.

June 22, 1885, he died, universally beloved and mourned, having given to his generation a remarkable and inspiring example of pure and

helpful manhood. He sleeps in his own "Skyland" on the slope of the Santa Cruz Mountains.

MISS EFFIE PARTCH, a graduate of this institution, was assistant teacher in the model department, in the year 1875-76. Soon after leaving here she married a Rev. Mr. Campbell, and was for a time in Burr Oak, Cal. Her husband is now pastor of the M. E. church in Seattle, W. T.

GEORGE BARLOW PENNY was born at Haverstraw, N. Y., June 30, 1861; prepared for college with Prof. Lavalette Wilson, A. B., principal of the Mountain Institute, Haverstraw, and at the Centenary Collegiate Institute, Hackettstown, N. J.; graduated at the Cornell University, in the class of '85. While at college he was organist at the Sage chapel, and conducted the glee clubs and other musical organizations. His musical education began at nine years of age and was carried on before and during his preparation for college, principally in New York City. After graduation, he accepted the directorship of music at Girton House Seminary for young ladies, at Halifax, Nova Scotia, and the following year, 1886-87, a similar position in Dalhousie College, in the same place. He returned to New York City in 1887, and became one of the staff of teachers of the Metropolitan Conservatory of Music, devoting himself principally to lecturing. At the same time he had charge of the music department at two young ladies' institutes, near the city. While there, he accepted the position of director of music at the Kansas State Normal School. Here the perfect understanding of theory and technique, inspired by a soul full of harmonies, soon won for him an enviable reputation among all lovers of the art of music, as well as the most enthusiastic praise of his pupils.

At the close of his first year at Halifax, he went abroad to study the methods of teaching at the principal conservatories and schools of music in England and Germany. While in London, he fell a victim to the charms of an English girl, Miss Jessie Smith, to whom he was married August 25, 1887. This union terminated early in the sad death of Mrs. Penny with typhoid fever, April 8, 1889. An only child survives to comfort the sudden affliction of the father.

MRS. A. M. PHILBRICK was educated in a seminary in Albany, N. Y., and for some time taught in Blackburn University, Carlinville, Ill. Her work in the Normal was from 1869-73, in charge of reading and elocution. She spent 1876-77 in special study at Vassar, and has traveled extensively, spending considerable time in France. Mrs. Philbrick is a lady of pleasing address and fine womanly traits of character. Her home is in Macomb, Ill.

MISS MARY R. PITMAN was the first teacher regularly in charge of the model department. She was a graduate of the Oswego Normal and Training School, and "her teaching was in accordance with the methods of that institution." Her stay was short, it being less than one term till she resigned and returned to her home in New York.

Associated with the name of Miss Watson is that of her classmate, Miss ELLEN PLUMB, between the two having always existed a sort of Damon-and-Pythias friendship. Miss Plumb had received her education at Marysville, Ohio, previous to her course in the Kansas Normal School. Immediately after graduation here, she accepted a position in the public schools of Leavenworth, and was called from there to the charge of the model department in this institution. Her work was characterized by great earnestness and faithfulness, she having a keen appreciation of the dignity of teaching. However, after two years here, Miss Plumb was attracted from her profession to a business life. She then purchased a small book-store, which under her management has become one of the leading houses in its line in the State, placing her among the successful business women of Kansas.

MISS VIOLA V. PRICE was graduated from Mt. Union College, Ohio, from which institution she later received the degree of M. Ph. In the summer of 1887, Miss Price took the course at Martha's Vineyard, making a specialty of the study of poetry and literature. She had experience in the public schools of Ohio and Kansas previous to her connection with the State Normal. In this institution, she has charge of the department of English grammar and rhetoric, where she is an enthusiastic and painstaking teacher. Miss Price has had a wide experience as institute instructor in this State. She takes a prominent part in the State Academy of Language and Literature, of which organization she is now acting president. She is zealous in the study of literature, and is an easy writer. She is popular as a Sabbath-school teacher, having taught a large class during the entire eight years of her connection with the Normal.

J. T. REES, of the department of music in 1882-'83, was a graduate of Aberystwyth College, in Wales, and later of the Tonic Sol-Fa College, London, from which he received the degree of B.A. After one year's teaching in the Normal, he left for Wales, and it was confidently hoped that Mr. Rees would return to take charge of the musical department after his visit home, but although devoted to his work in the West, his family prevailed upon him to remain in Wales. His advance in his profession has been marked and rapid. He has won an enviable distinction as a composer, among other laurels having gained a prize for violin composition, being one of twenty-five contestants, among the prominent composers of London. He instructs on the violin and piano in Aberystwyth. His present address is Mus-Bach Bronceiro, Bow street, R.S.O., Cardiganshire, Wales.

From June, 1880, till June, 1885, the chair of natural science was filled by Prof. H. E. SADLER, whose education had prepared him for the legal profession, but whose love of young people held him for many years as a devotee of the art of pedagogy. Yet Mr. Sadler's training fitted him equally well for the profession of the teacher, he having spent three years as student in the Brockport, N. Y., State Normal, the

school being then presided over by Dr. McVicar, later superintendent at Leavenworth, Kansas, and Prof. Williams, until recently dean of the chair of pedagogy in the University of Kansas. But perhaps it was from the preceptor and instructor in Latin that he caught his inspiration for teaching—this was Dr. Wm. J. Milne, now of Genesee, N. Y., State Normal. Mr. Sadler prepared for college at the Phillips Academy, Andover, after which he took the Yale classical course, completing it in 1873 with the degree of A.B., and received the degree of LL.B., in 1874 at Union University. Previous to coming West he had taught in the Albany Boys' Academy. While in the Kansas State Normal, Prof. Sadler not only had charge of the natural sciences, but for several years taught elocution as well. For this he was especially fitted by training under such teachers as Prof. Mark Bailey and John W. Churchill. In this department, as in the sciences, Prof. Sadler's teaching was characterized by the same fullness of knowledge which made his class-room a delight to his pupils. In 1885 Prof. Sadler was led by superior financial inducements to begin practice in the law, and resigning his professorship he formed a copartnership in Emporia with the Hon. Almerin Gillett and Prof. Geo. Fowler. The firm is now one of the prominent legal firms of the State. Prof. Sadler was married in 1875 to Miss Mary Coley, a lady whose marked vivacity and kindly heart win for her a host of friends. The delightful social qualities of Mr. and Mrs. Sadler make their home a pleasant resort.

THYGE SOGARD was the musical instructor during the year 1880-81, and was also assistant in other branches, resigning in June of 1881 because of the meagerness of salary. Mr. Sogard is a native of Denmark, and is naturally interested in the welfare of immigrants from his native land. This led to his appointment by his own government as manager of Scandinavian immigration, in which business he is now engaged, with headquarters at Kansas City, Mo.

MISS MARTHA P. SPENCER was one of the original eighteen who entered the School at its opening, in 1865. She graduated with the class of 1869, and entered at once upon her chosen profession. She taught at Americus, El Dorado, Chetopa, Emporia, Florence, and Topeka. At Florence she gave eminent satisfaction as superintendent of the city schools. She early devoted herself to the study of elocution, and has completed some special lines of work at the National School of Oratory, at the Boston College of Oratory, and with Prof. J. B. Roberts, of Philadelphia. She spent part of the summer of 1887 in a careful study of physical training, at Harvard. In the spring of 1883, she was elected to the chair of elocution in the State Normal School. Her training and her familiarity with public-school work admirably fitted her for the position. She has ever been in full sympathy with the spirit of the School, and has striven to familiarize herself with the most progressive methods of teaching reading, and to stand with the front guard in developing and popularizing this noble art. She is an ardent Del-

sartean, and gives semi-monthly lessons to the senior classes in the Delsarte system of expression. In addition to the reading classes, she also has charge of the classes in English literature and general history. She is at home in all these subjects, though reading is her chief delight. Many of her pupils attribute their first appreciation of better literature to her kindly offices.

Miss Spencer has taught nineteen years—years that have marked a great epoch in the occupation of the schoolmaster—and has caught and assimilated into her own nature much of the buoyant, vigorous life of the great army of boys and girls who have filled her class-room. She is a shining example of the devoted, the untiring, the inspiring Christian teacher. She lives in her work, and it lives in her. No teacher ever excelled her in conscientious solicitude for the well-being of her pupils. It is a pleasing thought, that in the earnest country maid who slipped so modestly into her place on the morning of the inauguration of the Normal School should be found the teacher who has contributed so much in securing the success that marks its first quarter-centennial.

The training department was for a short time a step toward the rapid advance of a lady whose career is somewhat phenomenal. Miss SARAH E. SPRAGUE had charge of this department from March, 1874, till June of '75. Having graduated from St. Lawrence University, Canton, N. Y., and from the New York State Normal School, at Oswego, she had taught in Ogdensburg, N. Y., and Grand Rapids, Mich., previous to coming west. After leaving Kansas, she was for nine years in charge of city training schools for teachers in New England, and for the past five years has been State-institute conductor in Minnesota. In 1884, her *Alma Mater* conferred upon her the degree of doctor of philosophy. Since then she was honored by appointment to prepare a set of five school-readers for the State of Minnesota. Thus has Miss Sprague demonstrated the possession of rare executive ability, and a marked activity, in holding such positions of responsibility and trust.

In 1873-4, the model school was presided over by Miss ROSE M. SMITH, as principal. She was elected to this position because of special preparation for such work, having graduated in the training school for teachers, in Oswego, N. Y. Shortly after tendering her resignation in this institution, Miss Smith was married to Prof. Harrington, of the department of modern languages in Michigan University. In 1876, her husband was granted leave of absence for study in Europe, and Mrs. Harrington accompanied him, availing herself of this opportunity for the study of French and German. Her only child, Raymond, is a boy of seven years.

MISS LIZZIE J. STEPHENSON, the successor of Miss Crichton, was educated in Illinois, and after coming to Kansas was for several years identified with the educational interests of Woodson county, this State, in the district schools, later in the graded schools, and then as county

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superintendent. Her educational experience, therefore, gives her a practical knowledge of the needs of teachers in our public schools. This experience, together with a most earnest, conscientious, self-sacrificing spirit, makes her a valuable teacher in the model school.

The first specialist in music in this institution was Prof. M. J. STIMPSON, a pianist and vocalist of local celebrity. His work in the Normal was during the year of '69, and consisted in "teaching singing" only. Very soon afterward Prof. Stimpson left the city of Emporia, and his address is not known to us.

The first graduating class of the Kansas State Normal School was comprised of two ladies whom the School loves to honor, each of whom was for a time a teacher in this institution. Of these, Miss MARY J. WATSON had been a teacher of some experience in Ohio before beginning her course here, and both ladies finished our three-years course in one year and a half, graduating in '67. Miss Watson was soon after employed as teacher of language and history, a position for which she was eminently fitted, and continued the work for three years, after which she taught in the city schools of Emporia for about twelve years.

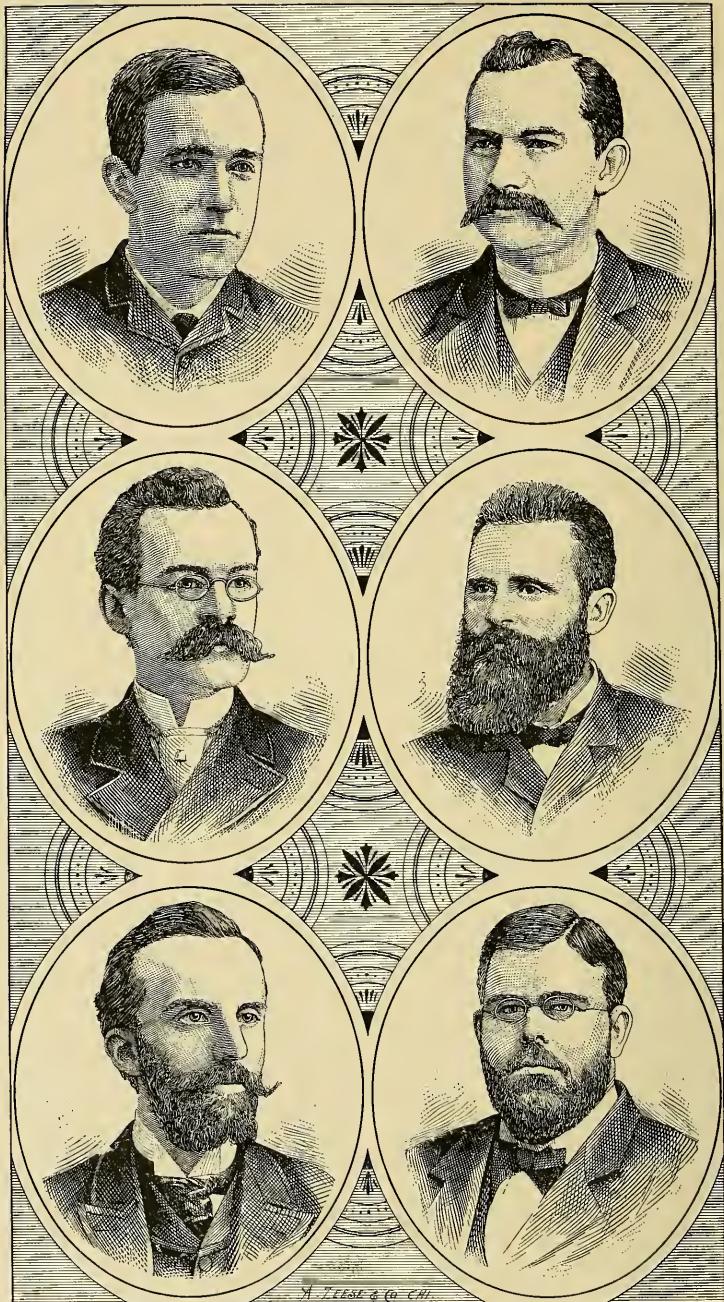
Miss Watson taught the first school in Emporia. She was a great favorite with her pupils, owing to the warm interest she manifested in their welfare; and by the charm of ripe and beautiful womanhood she was no less a favorite in the home and in the community. She married, in 1888, Dr. Short, of Trenton, Mo., and is now a resident of that city.

MISS FLORENCE WHEAT, daughter of Judge Wheat of Leavenworth, filled the chair of language and history in the year 1880-81. Miss Wheat was a lady of fine culture, having graduated from Vassar College with high honors. She had therefore lofty ideals of life and of her profession. Previous to coming to Emporia she taught in the schools of Leavenworth, and afterwards in the Normal School of Winona, Minn. Failing health compelled her to retire from the activities of the class-room, and for some months she was engaged in giving private instruction. Her death occurred in 1883, thus taking from a large circle of friends a beautiful and pure devotional life.

J. N. WILKINSON, of the training department, is a native of Ohio — the eldest of a family of twelve children. He was born in the traditional log house, and grew up in the vigor of country life. His father was a miller until he found it necessary to retire to the farm to find employment for his numerous sons' energies.

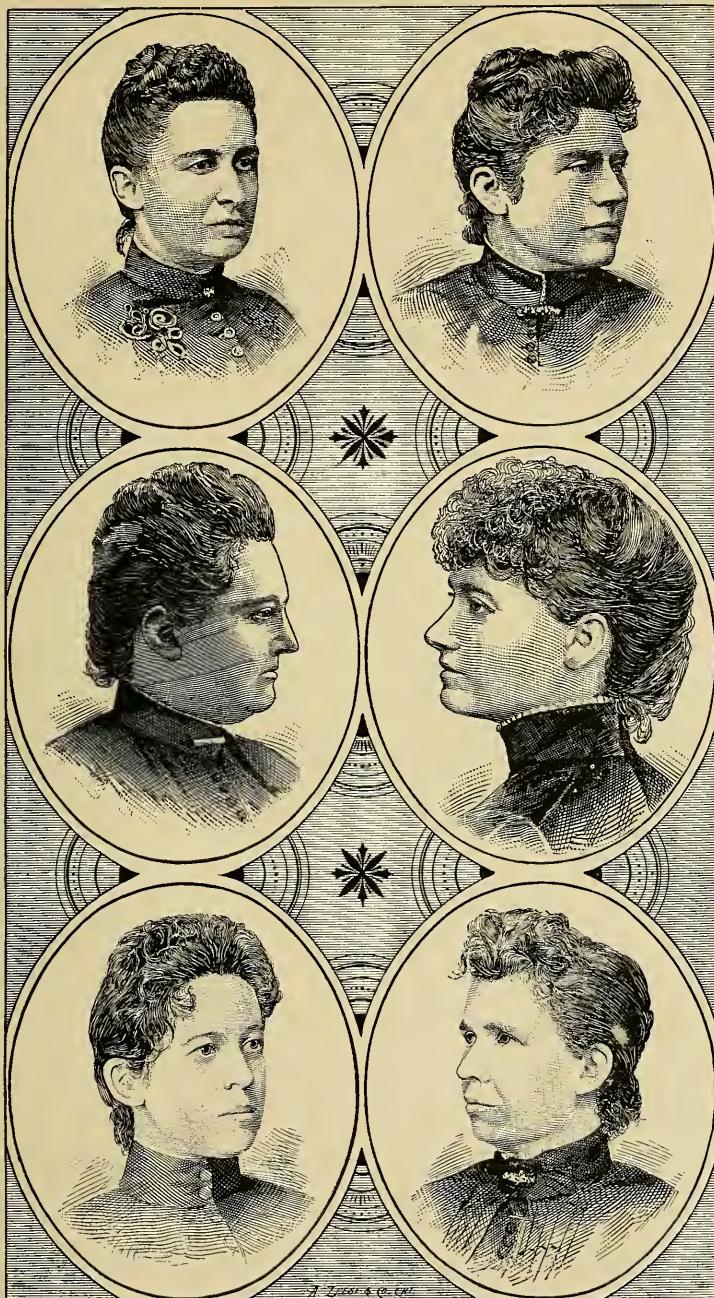
Mr. Wilkinson found his early education in the country schools of Ohio and the village schools of Illinois. His first experience in teaching was in the primary department, in Newberg, Illinois, at the age of sixteen. From this time on, his student-life was interspersed with intervals of teaching, until, at the age of twenty-three, he graduated from the Normal University of Illinois. The experience in the country was





JOSEPH H. HILL.  
THOMAS H. DINSMORE, JR.  
GEORGE B. PENNY.

DORMAN S. KELLY.  
JASPER N. WILKINSON.  
MIDDLESEX A. BAILEY.



VIOLA V. PRICE.  
EMILIE KUHLMANN.  
MAY L. CLIFFORD.

MARTHA P. SPENCER.  
MINNIE E. CURTISS.  
LIZZIE J. STEPHENSON.



of the usual vigorous and varied character which tests and strengthens the mettle of the young teacher.

After graduation, he was for five years principal of the Buda, Ill., schools, and was here married, in 1879, to Miss Nellie B. Reynolds, a lady who is greatly endeared to the friends in this institution. He next accepted the principalship of the fifth district of the city of Peoria, and later, was principal of the high school of Decatur. While here he was also a member of the examining committee for State certificates. In 1884, the training department was offered him by the regents of the Kansas State Normal School, and his acceptance furnished one more thoroughly-trained teacher from the Normal University of Illinois to this teachers' school in Kansas. Prof. Wilkinson had also wide experience as institute conductor in Illinois, which has been supplemented by similar work in Kansas. In Illinois, he was State editor of the *Educational Weekly* and the *New England Journal of Education*.

With the practical knowledge won from this varied experience in the educational field, Mr. Wilkinson possesses the natural qualifications of great vigor of constitution, marvelous energy and executive ability, together with uniform cheerfulness, making him a power in the department which constitutes the vital element of a normal school. He is a close student of the best system of physical training, and awakens an active interest in this work on the part of his pupils. He is well known in national as well as State educational circles, having been annual director of the N. E. A. for the State of Kansas, and having conducted the Kansas delegation to the N. E. A. at San Francisco, and is now president-elect of the Kansas State Teachers' Association for 1889.

The portraits of the present corps of teachers are herewith given.

## Library.

Early in the administration of Pres. Kellogg, an effort was made to supply the School with books of reference, and soon the list included a variety of lines. In March, 1865, Sargent, Wilson & Hinkle donated over two hundred dollars' worth of books. In 1870, the value of the library was estimated at \$2,000, though that included all of the text-books used by the students; the text-books at that time being furnished by the School. In the year 1872-3, five hundred dollars was expended for books. Generous donations had been made from time to time, which served to increase the value of the library. During the year ending in June, 1873, donations are noted from Fox & Hadley, Emporia, Barnes & Burr, New York, Senator Caldwell, and Hon. W. H. Smallwood. Some valuable additions were made during the next few years, and though, aside from the text-books, the number was not large for such a school, the books were well adapted to its needs. All went with the fire. Before the close of the following year, however, 350 books had been collected for a new library. Senator Plumb increased the number by a donation of 200 volumes. In '80, '81 and '82, over \$500, all told, was expended for books. On August 10, 1880, "through the efforts of the faculty, and especially of Prof. B. T. Davis," and the payment of liens and debts amounting to \$153.75, the School secured the right and title to some 785 volumes from the Athenæum Library Association of the city of Emporia. The list included 461 books belonging to the old Emporia Library Association. "This transfer was made by and with the consent of the life members of the Library Association, who accepted free tickets in return." On demand being made for them by the old stockholders, however, the regents ordered them turned over to the new city library association, February 12, 1884. This transfer left, perhaps, 1,200 volumes in the library. About this time, the Legislature began to make more liberal appropriations for the library, and since '86 has been giving \$500 per year for books, besides several hundred dollars for cases, and other furniture. The total number of volumes now exceeds five thousand. It includes a most liberal line of cyclopædias, lexicons, gazetteers, and educational reports; works on the theory, the art, and the history of education; and standard works on history, literature, science, philosophy, etc. Nearly all of the representative magazines and periodicals are taken regularly.

The library was located in a small room north of No. 37, now the corridor opening into the west wing, from '80 to the fall of '83, when the new cases were put in and No. 37 converted into a reading-room. These two rooms accommodated the library until the spring of 1888, when it

was removed to the three beautiful and well-lighted rooms which it now occupies, in the new wing. In 1881-2, the card system of classification was introduced, under the supervision of Prof. Sadler, and is proving very satisfactory. The librarians have usually been students, acting under the direction of some member of the faculty. I. T. Way was librarian for '74, Florence Axtell for '81, Emma K. Davis for '82, Will. Bolton for '83, Lulu Holmes for '84, Margaret Mack for '85 and '86, Mary L. Berkey for '87, Mrs. Louise Fox for '88, and Hettie Wilbur for '89. The demands upon the librarian have now become so great, that the regents have given the work to one of the regular assistants in the model school. Miss Mary A. Whitney, assistant teacher in the grammar department, has recently been appointed librarian.

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## Periodicals.

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The press of the State has ever been ready to lend a hand in the development of a healthy educational sentiment, and the higher institutions of learning have seldom been in want of a generous support from the editorial fraternity. For this reason, an organ to represent the profession was not established until January, 1864. It was called the *Kansas Educational Journal*, and was published for some years under the auspices of the State Teachers' Association. In May, 1867, Principal Kellogg and Prof. Norton became the editors. This made it in some measure the official organ of the State Normal School. The Legislature was friendly to the enterprise, and authorized the State Superintendent "to send to each district clerk in every county of the State one volume for the amount of one dollar, which amount shall be deducted from the counties in the apportionment of the State school money." "Nearly a thousand dollars was paid to the support of the *Journal* under the statute," for 1867. A glance at its contents shows that its editors were full of the spirit and vigorous expounders of a better education. In their first number are some valuable papers on the question of the consolidation of the three State institutions, which was being agitated at that time. Dr. Wickersham takes very positive grounds against the consolidation of the State Agricultural College and the State Normal School. Dr. E. E. White says, that "in my judgment, the proposed consolidation will lessen the professional spirit and efficiency of the Normal School." Joseph Alden also advises against it. In 1871, the *Journal* passed into other hands, and was for some time published at Leavenworth.

In 1876, Mr. Joseph Bennett issued a small four-page paper in the interest of the School, called the *Educational Index*. After some four or five issues it suspended.

In December, 1877, B. T. Davis and O. B. Wharton established a small educational journal at Emporia, called *The Hatchet*. Though not founded in the interest of the Normal, it was published by graduates of the School, and was its ready friend. It was largely devoted to State and Lyon county educational news, with a warm corner for Normal items. One of the first issues announces a "telephone entertainment" at Bancroft hall. The January, 1878, number says that J. H. Hill, at Americus, has the "shakes," and that A. W. Stubbs is lecturing to good houses in the East. The September, 1878, number regrets the loss of J. H. Hill to the profession, he having entered journalism. It also warns the owners of the flint hills against Frank Kizer, who had just taken their school. Frank was given to paleontology even in those days. In the number for November, 1878, are extracts from

various papers in the State on the question of the removal of the Normal School. While one or two favor the project, most of them speak very emphatically against it, and urge a liberal appropriation for the erection of a new building. In the same number is also an editorial making a stirring appeal for rebuilding.

At the expiration of the first year, the name *Hatchet* was dropped, the paper was enlarged, and called *The Educationalist*. A. W. Stubbs became one of the proprietors. The April, 1879, number announces that "Ansel Gridley, of '76, is postmaster at Oxford, and also runs a grocery store."

When in 1880, Prof. Davis became a member of the faculty, *The Educationalist* assumed a nearer relationship. In June, Dr. Hoss purchased it and removed it to Topeka, changing its name to *The Educationist*.

In March, 1882, a new paper, *The Normal Cabinet*, appeared under the management of a stock company, called the Normal Publishing Company, composed of the following persons: J. N. Stout, L. A. Wright, A. P. Davis, W. P. Beaumont, Hattie Horner, and V. V. Price. The capital stock was \$200. A. P. Davis was the chief editor, with the following assistants: T. S. Gallagher, N. W. Sonnedecker, Alice Overstreet, and Anna Ives. The business manager was L. A. Wright, with George Mays as assistant. With the opening of the school year in September, Geo. B. Gallagher became editor-in-chief, with Lida Davis, G. E. Gipe and Mamie Dolphin as assistants. W. E. Bolton and L. A. Wright were the business managers. In December W. M. Davidson succeeded Mr. Bolton as business manager. In April, 1883, H. D. Culver had become business manager. The subscription was 75 cents per annum.

The *Cabinet* was of magazine form, and contained about twenty pages of reading matter. Though it was ably edited and was a newsy periodical, it did not prosper financially. Shortly after it entered upon the second year, the fixtures and good-will were sold to A. W. Stubbs and L. A. Wright. These gentlemen changed the form to a small eight-page paper, and dropped the word "Normal" from its name. They soon put new life into the enterprise, and the subscription list began to grow. Late in 1883 Mr. Wright became sole owner of the magazine, and in June, 1884, formed a partnership with Dr. Hoss, and *The Cabinet* was merged into *The Educationist*. Thus that paper absorbed two of the Emporia enterprises.

In April, 1889, there appeared, under the supervision of the faculty, an eight-page paper called the *Normal Quarterly*. "It proposes to be a medium of communication between pupils and friends of the State Normal School; to supply to them and to all other good people who may care to read it, a comprehensive budget of educational news; to give in each issue at least one lecture, chosen from among those delivered by members of the faculty before the school during the quarter; to present helpful suggestions in methods and management, and to furnish such information about the Normal School and its work as may be of interest to the educational public." The subscription price is twenty-five cents per year. It is hoped that this last venture may prove permanent.

## The Societies.

How often have college graduates been heard to say that the education received at a good literary society is as valuable as that received in the college proper. It is certainly true that the work of the Normal literary societies happily supplements the work of the Normal classes. Emerson says: "The true scholar grudges every opportunity of action passed by as a loss of power. It is the raw material out of which the intellect molds her splendid products. A strange process, too, this by which experience is converted into thought as a mulberry leaf is converted into satin."

To be able to move men by eloquence, to lead them by inspiring thoughts, to uplift them by holy aspirations, are ambitions well worthy the highest effort of all. It is in the literary society that this power is largely acquired. Holland aptly says: "To be intellectually self-possessed is essential to the exercise of power upon others. The public debater who, holding every faculty in hand, and all his mental armament close about him, drives calmly and fearlessly into the contest, is the charioteer who wins all our cheers and garlands."

The culture to be derived from literary societies is as varied as it is valuable. The environment has a tendency to inspire with lofty motive, to give breadth to one's views, and to encourage all literary ambition. Friendships are formed that cheer and comfort through all the vicissitudes of life.

More than all else, the literary society deserves praise for its great help in enabling the young to get deeper into life. Its chief work is to create high ideals. Think you not that the youth who walks with and who strives to imitate Homer, Demosthenes, Plato and Cicero, has his faith kindled, his horizon broadened, and his soul thrilled by the inspiring conceptions of such masters?

"As thrills of long-hushed tone live in the viol,  
So our souls grow strong with the touch divine  
Of noble natures gone."

It has been impossible to secure as much as we had hoped concerning the societies which existed previous to the burning of the building in 1878.

Early in October, 1865, the *Normal Literary Society* was organized. Its first officers were: President, James Hurst; vice-president, Addie Roe; secretary, William Price; treasurer, Coke Watson; executive committee, L. B. Kellogg, Mary J. Watson, and Ella Spencer. The meetings were not usually open to the general public. The friends were given a special invitation for the meeting of December 8, 1865, and the *News*

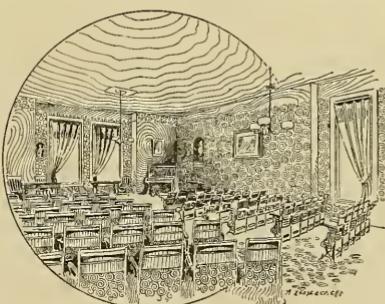
says: "The room was crowded. The debate was on the negro-suffrage question. The speeches of all the young men were highly spoken of by the audience. After recess, the exercises consisted in reading a paper edited by Mary J. Watson and Dora Huddeson; in reading from Shakespere, by the two teachers and several of the students, a portion of the 'Merchant of Venice'; in singing by the entire school, quartette singing, etc. A poem read from the paper by Miss Watson attracted particular notice and comment."

Out of this organization came the *Normal Literary Union*. It was organized the next year, 1866, and lived until President Hoss's administration, in 1873, when it was superseded by the *Lyceum*. From 1867 to 1873, as there was no hall for the purpose, the Literary Union held its sessions in the general assembly room. The society gave several entertainments, from the proceeds of which an organ was purchased, and also several hundred books, which formed a nucleus for a promising library. Everything owned by the society, including the charter and the records, was burned in the fire of 1878. Among the names of the presidents are found Frank Gillett, Mary Jane Watson, Josephine Patty, and Allie Hart; among the prominent workers, Ellen Plumb, Martha Spencer, Mrs. Judge Graves, Mrs. Geo. Newman, and Mrs. C. N. Sterry.

Miss Josephine Patty, one of the members, thus writes of the work of the Normal Literary Union: "We had to meet the disadvantages of a new school, a new State, poverty financially, as the lands granted to the School were too far west to be salable, an indifferent Legislature, &c.; but many of the members were enthusiastic and hard workers, and they were greatly helped by their work. I am sure all of the former members of the first society are glad to know of the advantages those now in existence enjoy."

During the year 1872 the Lyceum was the only literary organization, save a short-lived society composed principally of the younger students, called *The Irving*; but in 1873, as the new building afforded two commodious halls, and a large number of new students were entering the institution, the *Philadelphi* was organized. It occupied the hall in the east end of the building, and the Lyceum the hall in the west end. Professor Carmichael, then a new teacher, became identified with the Lyceum, and Prof. Norton, then just returning to the Normal, joined the Philadelphi, and served as president at its organization.

The first conflict of interests between the two societies was a struggle



THE LYCEUM HALL, 1889.

for the possession of the old Literary Union organ, then the only musical instrument about the building. The Lyceum claimed it by right of possession; the claims of the Philadelphi were supported by a number of resident former students who had been members of the Literary Union. The Philadelphi secured the organ, but the Lyceum was the gainer, because it was spurred by the contest to purchase a new organ of its own.

In the spring of 1874 a public contest between the two societies was held, one member representing each society in oration, one in essay, and two in debate. The Lyceum was victorious.

In the fall of 1875 the name of the Philadelphi was changed to Sumner. In 1876 the Lyceum and the Sumner contested in oration, essay, and debate; the Sumner being victorious.

Among the early members of the Philadelphi were: Ansel Gridley, jr., Buel T. Davis, G. L. Kennedy, A. W. Stubbs, Lillian Norton, Della Spaulding, Molly Dickerson, C. M. Light, and J. H. Hill.

Among those prominent in the Sumner, in addition to some just named, were Effie Partch, J. D. Beck, J. N. Rich, L. L. Dyche, Maggie and Roxana Davis.

Among the prominent members of the Lyceum during this period there may be mentioned, Henry Haggard, J. E. Klock, Thomas Meek, I. T. Way, Robert White, Julia White, the Misses Maxson, J. W. Murphy, Flora Bennett, and C. T. Pickett.

One organization that existed at this time should not be forgotten. It was an association for the encouragement of scientific study, and was known as the Agassiz Club. It was organized by Prof. Norton in the fall of 1874, and continued about three years. No meetings were held, except a public meeting in the assembly room once each term. The program consisted of papers on scientific subjects, which were usually thrown open for discussion after they were read. Much interest was elicited in some of these discussions. Nearly all of the leading students were members of this society.

In 1877, the various calamities that beset the institution greatly decreased the number of students, and the societies suffered in consequence. For a time both seem to have been merged into one organization, and from that period until after the fire there was a succession of short-lived organizations, of which but little definite information can be obtained. One of them was called *The Temperance*. On March 1, 1878, it entered a contest with the Lyceum, coming out victorious in debate.

Of this period, Miss Alice Overstreet, an alumna of the Normal, thus writes:

"I joined the society the afternoon before the burning of the old Normal building. It met at 4 o'clock in the afternoon. There were but eight members, yet they were as loyal as any of the later membership, and they determined to revive the society. At that time Miss Julia White was president, and Miss Buchanan secretary. The latter was a former teacher of drawing.

"One incident that I recall was at the time quite striking. Mrs. Delap, a former

teacher of elocution, recited 'The Burning of St. Michael's,' and I left the society with her. As we passed through the hall she remarked, 'This building is full of gas!'

"After the fire, such a feeling of sympathy and dependence prevailed that the societies united temporarily under the name of '*The Invincibles*' The *Emporia News* says that the society was 'reorganized' January 7, '79, and M. C. Smith elected president, and Miss A. E. Dixon secretary. It gave a public entertainment on the evening of June 23, 1879, and does not again appear. Two other societies of short life were started during the year. The Lyceum was not, I think, reorganized until the new building was completed. It was for several years afterward regarded by outsiders as the leading literary society."

Early in 1880, two efficient but short-lived organizations were formed, called *The Ladies' Debating Club* and *The Gentlemen's Debating Club*. ✓

The charter of the Lyceum Society was filed December 12, 1873. The directors for the first year were as follows: W. H. Stewart, A. D. Tressler, Junius A. Hunt, Anna Melville, and Lizzie A. Galer. The preamble reads thus: "We, the members of the Kansas State Normal School Lyceum, recognizing the importance and benefits of a literary society, do adopt for our government the following constitution and by-laws." The article concerning membership is as follows: "Any student of the normal department of the State Normal School may become a member of this society by paying into the treasury the sum of twenty-five cents, unless a majority of the members object." The motto, "*Qui capit facit*," is characteristic of the energy and ambition ever displayed by this reliable society.

The following is a list of the presidents since 1880: During 1880-81, T. W. Dixon, Geo. Gallagher, J. T. Bradley, and B. F. Combs; during 1881-82, E. D. Kirby, Alice Overstreet, T. S. Gallagher, and J. J. Kirby; during 1882-83, Lulu H. Holmes, P. J. Galle, W. M. Davidson, Fremont Miller, Geo. Gallagher, and Geo. Mays; during 1883-84, Geo. Mays, W. S. Boughton, B. M. Ausherman, R. M. Anchard, A. C. Hummer, and Henry Haynes; during 1884-85, Henry Haynes, C. R. Sorter, A. H. Newton, T. H. Reynolds, T. A. Pollock, J. L. Minor, and Mary Leonard; during 1885-86, Mary Leonard, W. E. Woodward, W. M. Davidson, Otis Holmes, J. A. Shreck, Anna Vezie, A. J. Jones, D. A. Eckert, and Edith Miller; during 1886-87, Jennie Brooks, Ella Frazier, H. O. Kruse, Etta Judd, Lillian Stewart, J. M. Newman, and W. L. G. Huggins; during 1887-88, C. J. Wrightsman, A. S. Phillips, T. B. Moore, E. O. Creighton (two terms), and A. M. Bogle; during 1888-89, D. A. Tear, E. O. Creighton, A. M. Bogle, L. H. Armstrong, H. W. Jones, and W. C. Stevenson.

In January, 1882, persons not members of School were prohibited from taking part. The revised constitution adopted May 21, 1880, provided that no one except members should be admitted but upon passes signed by the president and the chairman of the board of directors. During 1882 and 1883, a member of the society writes that the Lyceum was flourishing: "It contained the best talent of the School among its members. It was well managed and prosperous." Such enthusiastic workers as the lamented Lulu H. Holmes, W. M. Davidson, Fremont Miller and George Mays made the society very helpful and interesting.

During this period the stage was carpeted, the walls papered, and a

stand for the president purchased; also, chairs, for the president and secretary. At the close of the year, there was a contest held with the Literati Society. The Lyceum won in every part of the program, except in debate.

During 1887, a member thus writes of the condition of the society: "Many members, especially among the leading gentlemen, somewhat indifferent; ladies in general took more interest in the welfare of the society. Male element composed mainly of first and second-year students, who did not step to the front, but promised well for the future. Power present, but much of it latent."

One enthusiastic member of the society, in years past, thus dilates upon the advantages received from attending the Lyceum: "I value my acquirements in the Lyceum hall as the most serviceable of all my attainments at the State Normal. How often that hall rises before my mental vision, as the oasis to the natural eye of the parched and weary caravan. Again I am surrounded by old schoolmates, our souls animated by our common warfare. I hear the animated discussion, the eloquent oration, dropping from silver-tongued miniature orators like manna-biscuits from heaven."

During the last year the Lyceum has enjoyed a prosperous era in its history. A reporter in the *Normal Quarterly* states that, "Whether considered from a financial standpoint, the number of its members, or the work accomplished, its condition is excellent, and steadily improving. About one hundred and twenty members have been enrolled during the year, over ninety of whom are in school and active members at the present time." Among its present membership several married men are found, who furnish dignity and solidity; while some boys in blue lend a feeling of security, and gently remind the society of the noble part Kansas took in the struggle for freedom.

The Lyceum hall is nicely furnished with carpet, opera chairs, piano, and heavily-draped window curtains. Many beautiful pictures adorn the walls. Among those most attractive are two beautiful landscapes painted by Mrs. L. B. Kellogg, and the large and handsome engraving entitled *Un Repas Chez Lucullus*, the gift of the class of '86.

The bust of Shakespere was donated by the faculty committee on furnishing the hall—Miss Hoxie, Miss Price, and Prof. Sadler.

Hattie Horner, a former member of the society, has presented it with an embroidered table-cover, and H. O. Kruse, also a former member, has favored the society with one of his beautiful pen-drawings.

While this society has been so unfortunate as to lose in all the contests in debate with the Literati Society, yet its members have won honors in other lines, some of which we note:

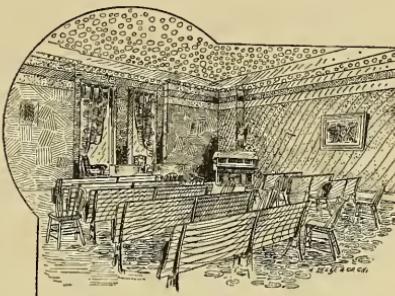
In 1883, Emma Martin won the prize in essay, and Lulu H. Holmes the oration prize. In 1884, Frank Pettit won the prize in oration, but as he left the Normal before the State contest, George Mays was sent as representative in his stead; and W. E. Woodward won the prize in essay. In 1885, Belle Moore won the prize in declamation. In 1886, Sue Hoag-

lin won the oration prize, and Lura Baker the prize in declamation. In 1887, Robert Ruggles won the prize in declamation, and Otis H. Holmes the prize in oration.

## THE LITERATI SOCIETY

Was organized September 18, 1880. Its motto is "*Non scholae sed vitae.*" Its constitution was revised September 23, 1887. Its record of membership is as follows: 1880-81, 65; 1881-82, 70; 1882-83, 84; 1883-84, 65; 1884-85, 73; 1885-86, 85; 1886-87, 115; 1887-88, 122; 1888-89, 105. The list of presidents is as follows: 1880-81, L. A. Wright, R. Stratton, S. M. Davis, R. Stratton, M. Lyman, Callie Brown, W. H. Kreibiel; during 1881-82, Anna Ives, Frank Bucher, R. Stratton, S. M. Davis, G. E. Gipe; during 1882-83, S. Hoover, E. A. Phillips, G. A. Hege, E. Kauffman; during 1883-84, T. C. Job, Alfred Docking, A. A. Stephens, A. E. Simerwell; during 1884-85, C. A. Bishop, Flora Stewart, W. D. Jacobs, B. C. Hastings, A. M. Kannard; during 1885-86, A. H. Bushey, John E. McAllister, A. D. Crooks, Maggie Mack, O. P. M. McClintock; during 1886-87, E. W. Myler, Jessie K. Howell, E. T. Barber, J. M. Rhodes; during 1887-88, J. M. Rhodes, L. H. Wishard, Mary Holsinger, B. C. Hastings, Adaline Hatfield; during 1888-89, Lizzie Espenlaub, Frank Hays, Jemima Rhodes, and Joseph Gordon.

The society has done liberal things in furnishing the hall. In 1883 about twenty dollars were raised and spent on hall fixtures, and in 1884 one hundred dollars were subscribed for furnishing the hall. President Taylor donated a bust of Homer to the society, it having first reported one hundred dollars subscribed and paid in, in response to a proposition from the regents to duplicate that sum as soon as raised. The committee on furnishing the hall, from the faculty, consisting of Miss Spencer, Miss Crichton, and Prof. Davis, donated the bust of Webster. From the proceeds of the Shakesperian social, in May, 1884, the Literati Society received about fifty-five dollars, which amount was spent for chairs and table. In 1883, some seventeen dollars was received from the proceeds of the Dickens social. The class of '86 presented the Literati with the large and elegant engraving, "*La Via Appia*," which now adorns the east wall of the hall. During this year a marble block engraved "Literati" and a pretty wooden gavel were placed upon the president's table. As the walls were greatly disfigured in adding the west wing to the building, the regents very kindly repapered the entire room.



A CORNER IN THE LITERATI HALL, 1889.

A glimpse into the Literati hall gives one the impression of a beautiful parlor. On the south wall hangs a charcoal sketch of Pestalozzi, drawn by a former member of the society, Mr. Will Griffith. Among the other pictures, those most attractive are the engraving "La Via Appia," already referred to, and the superb etching, "The Courtship of Miles Standish." This society also owns a new upright piano, of the latest pattern. It is indeed an inviting hall, and is a worthy memorial of the interest and energy of its membership.

This society has been celebrated for its interesting programs, which has been partially due to the fact that it has always been so fortunate as to have many gifted musicians among its membership. The ever-willing and valuable services of J. M. Rhodes and his sister Jemima surely deserve mention. The Literati has offered especial inducements to the ladies to participate in debate, until at the present time it is no uncommon occurrence for the debate to be conducted wholly by ladies.

When one comes to contemplate the honors won by the Literati, he is awed by the tread of Homer's men; for surely never did Greek hero march so repeatedly to more overwhelming victory. It has vanquished the Lyceum for the past eight years in the contest in debate. Those wearing the victor's laurel wreath, are as follows: In 1883, E. N. Phillips, Wichita, and Sherman Hoover, Halstead; in 1884, Leroy A. Wright, Emporia, and Thos. B. Ferguson, Hart's Mills; in 1885, Abram L. Funk, Oneida, and Carry A. Bishop, Americus; in 1886, Jos. O. Ward, Larkin, and Wm. Weir, Topeka; in 1887, Edwin P. Barrows, Burrton, and Eddie T. Hand, Tulare, Cala.; in 1888, J. M. Rhodes, Jasper, Mo., and W. B. Brown, Howard; in 1889, Joseph Gordon, Baker, and Charles C. Carter, Auburn. Among other honors won by members of this society the historian recalls the following: Alfred Docking, O. P. M. McClintock and George Adams, prizes in oration; Josephine Moon, a prize in declamation; and Anos Blunk, O. P. M. McClintock, and J. M. Rhodes, prizes in essay.

#### THE ALPHA SOCIETY.

The Alpha Society was organized in 1881 by the members of the A class. Its object was the mutual improvement of its members, especially in debate and in parliamentary law. Its origin came about in this way: many of its founders felt themselves incapable of taking up a subject and discussing it in the older societies, and realized the need of special drill before they could acquit themselves with credit in public debate. After discussing the matter, plans were formulated for a debating club to be limited to the young men, and a committee was appointed to confer with President Welch to obtain his consent to hold the meetings weekly. He was in full sympathy with the project, and the Alpha began to hold its sessions at 3 P.M. on Fridays.

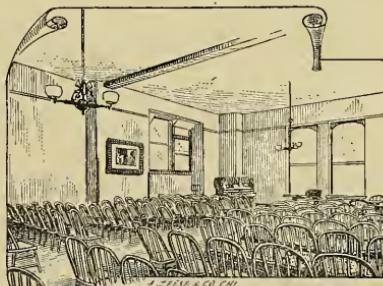
It has never owned a hall, but has usually met in some one of the recitation rooms, or in one of the other society halls. At first, the membership was limited to twenty-five, but that regulation has been changed, and the society now numbers over sixty.

One of the Alpha's public entertainments, "A Mock Trial," lasted through three consecutive sessions, and a large and appreciative audience assembled each time, to learn of and know the conclusion of the whole matter.

During the year 1887, the Alpha was organized and run as a Senate. Messrs. Don Cameron and Leroy Owsley presided over this august assemblage. The experience gained in this society has not been in vain, to prove which the boys point with pride to the honor attained by many of its members. Among its charter members are found Fremont Miller, who has since completed a law course in Columbia College, and is at present a member of the State Legislature; W. M. Davidson, who has done successful work in teaching, and who is now principal of the Lincoln school in Topeka, and who was recently elected a member of the executive committee of the State Teachers' Association; and Allen A. Stephens, the efficient County Superintendent of Lyon county, to whom we are indebted for most of the information concerning the Alpha society. During the past year, the society has been very successful. Among its prominent members may be mentioned: Messrs. Creighton, Bogar, Freas, Weir, and Tressler. Parliamentary rules and practice receive careful study, and all deliberations are conducted in a dignified and business-like manner. This work is of inestimable value in making the members proficient in the methods of conducting public assemblies in a creditable manner.

#### THE BELLES-LETTRES SOCIETY.

During the spring term of 1888, the faculty realized the need of organizing a new literary society to accommodate the increased attendance. Accordingly, a committee was appointed to take the matter into consideration. An organization was effected March 4, 1888, and the society was named "The Belles-Lettres." The motto, "Dare to be wise," is characteristic of the enthusiastic work done by its membership. Those who have been honored with the presidency are the following: Miss Miller Maddox, Wm. Harrington, T. W. Campbell, R. V. Smith, Allen Lee, C. N. Brinkerhoff, Miss Belle Gordon, T. P. Bogar, and John T. Russell.



BELLES-LETTRES HALL.

This society and the Young People's Society of Christian Endeavor meet in the same hall, and together have furnished a commodious and beautiful room. The Y. P. S. C. E. has furnished two elegant pictures for the hall. One is the beautiful etching of Munkacsy's "Christ Before Pilate," and the other a large and handsome engraving, entitled "Solo

mon's Approval of the Iron-Workers." The Belles-Lettres Society has provided appropriate tables for the officers, on one of which is a marble slab engraved with the name of the society. The society has recently purchased a piano, and its members are to be congratulated on securing one so soon; for the other societies waited many years ere their halls were furnished with this useful instrument. The programs have been given additional interest by the excellent music furnished by the choir, and the society points with commendable pride to its promising pianist, Miss Grace King.

When the Belles-Lettres was organized, the membership consisted mostly of pupils from the first-year classes. The growth has been marked both in numbers and in efficiency. The young debaters are improving rapidly, and expect to do themselves credit in the prize contest the ensuing year. Already one of the members has won honors for the society—Mr. John T. Russell having won the prize in the last essay contest.

The Belles-Lettres is in a prosperous condition; entirely free from debt; having no feuds among its members; and a membership characterized for energy and progress. All these, in a cheery and beautiful hall, make environments strongly conducive to a grand literary uplift.

#### THE AMASAGACIAN SOCIETY.

This society was organized in October, 1883. Its membership was limited to the pupils in the model school, and to the A classes in the normal department. Its principal object has been to encourage the younger people in literary effort, and it has been of great advantage to them. In this society, the boys and girls get their first lessons in presiding over public assemblies, and become somewhat familiar with parliamentary rules.

The society has held most of its sessions in the Lyceum hall on Friday afternoons. The following is a partial list of the presidents: Mr. Stout, Jas. Anderson, Mr. Knox, Warren Baxter, Everett Fowler, Will Rogers, Ralph Cochran, C. E. Emrick, Allen Wilson, Hugh McClurkin, L. Martin, E. Barnes, Geo. Kittell, E. V. McCormick, Nannie Laughridge, Richard Cunningham, Charles Johnson, A. L. Cross, and Horace Kenyon.

#### THE OMEGA.

In 1886 several ladies of the first and second-year classes organized a debating society, and named it "The Omega," expecting it to become as valuable for the ladies as the Alpha had been for the gentlemen. Its principal purpose was to improve the members in extemporaneous speaking, and to give them skill in parliamentary usage.

It was not long ere the ladies began to lose interest, however, and the society was of short duration.

#### THE YOUNG PEOPLE'S SOCIETY OF CHRISTIAN ENDEAVOR.

It is a beautiful sight of a Sabbath afternoon to notice the many young ladies and gentlemen, with bright and eager faces, thronging to

their hall for an hour of prayer and Christian counsel. It has long been the custom of the students to hold a prayer-meeting on Sabbath afternoon. These meetings were held in the library, or in some recitation room, until the association felt able to furnish a hall for that purpose.

The advent of President Taylor gave new life to this prayer-meeting. His heartfelt enthusiasm, and his untiring interest in the work, combined with his noble Christian qualities, soon enlisted the coöperation of the faculty, and a definite organization was effected as a Young Men's Christian Association.

Under a special dispensation the College Y. M. C. A.'s had in many cases been organized with ladies as members, but the general association refused to approve the plan, and in 1885 this society withdrew from the State Association, and changed its name to The Young People's Christian Association. This was done in order that the ladies might remain active members, since, in all Christian effort, they have ever been found in the front ranks.

In 1883 the hall adjoining the Lyceum was fitted up very appropriately, and the meetings were held in this place until the completion of the new wing. In the spring of 1888, the old hall having become too small for the meetings, the commodious room already referred to in the history of the Belles-Lettres, was set aside for its use on Sunday afternoons.

Many are the young men and women who have found peace in believing, through the kind and encouraging influence of this association. They have gone out as loving disciples, and, in their school work, have accomplished much for the spiritual welfare of their pupils. Religion becomes a reality and Christian work a delight amid such inspiring surroundings. Many are the cheering words received from workers out in the field. They write that, as the hour for Y. P. C. A. comes around, they feel constrained to take their Bibles, and

"Though sundered far, by faith they meet  
Around one common mercy-seat,"

and thus keep the hour sacred.

Amanda Kirkpatrick, who is now a missionary in China, said to the writer before leaving for her work, that she dated all the happiness that had come to her life from the time she entered the Normal, and had there in the Sabbath afternoon prayer-meeting found the Saviour. Her first lessons in missionary work were learned in our society, and inspiration was found, sufficient to decide her to consecrate her life to the same work in far-off heathen lands.

Word was recently received from a young man who was converted in the association, that he felt called to consecrate his life to God's service in the holy ministry. His work as an active member well prepared him to seek for larger opportunities of usefulness.

Many other incidents might be cited to prove the incalculable benefit this organization has effected, but want of space forbids.

Desiring to coöperate with State and National organizations in Christian work, and to systematize more thoroughly the local work, the association organized as a Young People's Society of Christian Endeavor, on January 30, 1889. The following officers were elected: President, A. M. Bogle; vice president, Kate Bacon; secretary, E. R. Shepherd; corresponding secretary, Annie Willey; treasurer, E. E. Hench. The following committees assist the officers in looking after the interests of the society and the welfare of the students: Prayer-meeting, Missionary, Lookout, White Cross, and White Shield.

The following is the list of presidents of the Young People's Christian Association since 1885: January, 1885, Maggie A. Mack was elected president; September, 1885, W. S. Picken; February, 1886, Anna Marshall; September, 1886, Edith Miller; February, 1887, A. D. Crooks; September, 1887, B. C. Hastings; February, 1888, Emma Gridley; September, 1888, A. M. Bogle; January, 1889, A. M. Bogle; June, 1889, W. B. Brown was elected president for the ensuing year.

#### ORATORICAL ASSOCIATION.

✓ The Oratorical Association of the Kansas State Normal School was organized in the fall of 1883, and became one of the originators of the Kansas State Inter-Collegiate Association. The object, as set forth in article 2 of the constitution of the Normal Association, is "to further the interests of higher literary work, to create an interest in oratory, and to take part in the contests of the State Oratorical Association."

The regular members are students in actual attendance at the State Normal School, while the members of the faculty, and the graduates of the School who were members of the association prior to the time of graduation, are considered as honorary members.

The annual home contest takes place on the second Saturday evening after the close of the Christmas vacation. The four orators who compete are chosen by the faculty at a preliminary rehearsal. In the first home contest, which occurred January 24, 1884, George H. Mays took first place, and represented the Normal School in the first State contest. His theme was, "Watchman, What of the Night?" He was awarded first position, but the oration was finally thrown out, and the Normal School requested to send another contestant. Fremont Miller was then chosen to represent the Normal. His theme was, "Originality." He was awarded third place by the judges. In the State contest of 1885, Alfred Docking represented the Normal School. His theme was, "The Congo Conference." The judges gave him first place. Mr. Docking then had the honor of representing Kansas in the Inter-State Association, which met that year at Columbus, Ohio.

The contestants in the home contest of 1886 were W. E. Woodward, whose theme was "The Indian Problem;" Otis Holmes, theme "Gnats and Camels;" Miss Sue Hoaglin, theme "The Mission of Faith;" and W. M. Davidson, theme "The Coming Revolution." Miss Hoaglin was awarded the prize, and represented the Normal School in the State contest, which was held at Topeka that year.

In 1887, the contestants were Miss Edith Miller, theme "The Influence of Literature;" Otis Holmes, theme "Of these things upon which we now sleep we shall some day cease to dream;" E. W. Myler, theme "The Influence of Puritanism;" and A. J. Jones, theme "The Stability of our Republic." Otis Holmes was awarded first place by the judges, and represented the Normal School in the State contest which met at Ottawa.

The contestants in the home contest of 1888 were Wm. L. Huggins, theme "The American Negro;" O. P. M. McClintock, theme "A Continental Republic;" R. O. Stearns, theme "Lights and Shadows of Religion;" and L. H. Wishard, theme "The Night Brings Out the Stars." The prize was awarded to Mr. McClintock, who represented the Normal in the State contest at Baldwin.

In the last contest, which was held in January, 1889, the contestants were Geo. I. Adams, theme "Standing on our Fathers' Shoulders;" L. H. Armstrong, theme "The Cross and the Crescent;" W. C. Stevenson, theme "The Formation of Public Sentiment;" and Miss May Whitney, theme "The Conservation of Forces." The judges ranked George I. Adams first, and he represented the Normal in the State contest at Emporia.

The presidents of the Normal Association since 1885 are as follows: In 1886, John H. McBride; in 1887, A. D. Crooks; in 1888, J. M. Rhodes; and in 1889, L. H. Wishard. Miss Inez Jay is president-elect.

#### AMICITIAN SOCIETY.

The Amicitian Society was organized October 26, 1883. Its aims were about the same as those of the Amasagacian Society. It met in the Literati hall, at 3 p.m. on Friday of each week, and as it was rather regarded as a junior Literati Society it adopted the same motto—"Non scholae sed vitae." The membership consisted of pupils from the higher grades in the model school, and from the first-year Normal. It was customary for the ladies to take an active part in all the work, even in debate.

The following is the list of presidents during 1883-4: S. C. Lewis, J. W. Mertz, E. Bamsberger, Chas. Minor, S. C. Lewis, T. C. Coffman, B. F. Reynolds; during 1884-5, J. P. King, E. J. Lewis, T. C. Coffman, S. P. Stillman, Albert Phillips, Nellie Austin, Mary Wayman, C. A. Lehman, Mr. McGuire, Grant Billbe; during 1885-6, Geo. Brooks, Mollie Robb, Oran Rickerd, Geo. Tressler, Mr. Trainer, Mr. Lawrence, Mr. Hirschler, A. S. Phillips, C. A. Lehman; during 1886-7, C. C. Carter, Chester Culver, J. R. Cooksey, Mr. Jesse, Emma Taylor, and Mr. Wall.

The contest between these two societies, the Amicitian and the Amasagacian, held in the assembly hall, January 20, 1885, was most creditable to the membership of both. On June 3, 1887, the two societies held a joint meeting, which seems to have closed the career of the Amicitian Society.

## Alumni Association.

The first attempt at the organization of an alumni association for the State Normal School was made in 1869, with Mary J. Watson as President, and Martha P. Spencer as Secretary. There were then fifteen graduates from three classes. This organization did not, however, have a permanent life; due in part to the smallness of subsequent classes, and in part to changes in the administration of the School. Another attempt, equally short-lived, was made in 1876, but only the members of the class graduating that year, and a few members of the class immediately preceding, participated in the organization. In 1877, a meeting was held at which the following officers were elected: I. T. Way, '75, President; Ella Murdock, '76, Jennie R. Campbell, '74, Vice Presidents; Cornelia Slack, '75, Secretary; O. B. Wharton, '76, Orator. No subsequent meeting seems to have been held, although the record is that they then "adjourned to help the class of '78 to lemonade, ice cream, cake and strawberries in Normal parlor, commencement evening, '78." In 1880, a few resident alumni, recognizing the importance of an alumni organization, especially at that crisis in the history of the School, that would enlist the hearty coöperation of all classes from the beginning, issued a call for a meeting to effect such organization. The call was signed by Mary J. Watson, '67; Ellen Plumb, '67; C. T. Cavaness, '69; Mrs. Nellie Newman, '70; J. H. Hill, '76; O. B. Wharton, '76; B. T. Davis, '76. In response to the call, about thirty persons met in the east boarding-hall, then being used for school purposes, one evening in March, 1880, and a temporary organization was effected. The movement had the hearty sympathy and the efficient aid of President Welch. A committee on constitution was appointed, arrangements were made for a public meeting in connection with the commencement exercises of that year, and the Secretary was instructed to compile a list of the alumni, and send, so far as practicable, notice of the commencement meeting.

At the first public meeting, June 15, 1880, ex-President L. B. Kellogg, on invitation, delivered an address, and a paper was read by Buel T. Davis, '76, then Superintendent of the Emporia schools. At the business meeting a permanent organization was effected.

The alumni held their first banquet this year, the ladies of the Congregational church furnishing the viands. The *News* gives a very enthusiastic account of the exercises of this the first commencement week in the new building, and then does up the banquet as follows: "So much for the mental—now for the material: Were the essays good? So, too, was the ice cream. Were the orations perfect? So, also, were the pickled eggs. Was the music sweet? So, too, were the raspberries and cake.

Was Miss Bixler tender, Miss Higgins or Miss Rath delicate? Not more so than the chicken, not better than the iced tea. Is cookery one of the divine arts? is it taught at church? is it a part of Christianity? Then the ladies of the Congregational church are the best Christians in the world. There was nothing soft about that dinner but the custard; nothing sour but the vinegar. There were salads there. If Sydney Smith had been there he would have said, as we do now with great satisfaction, 'I have dined to-day.'

The following is the list of officers since that time:

1881.—O. B. Wharton, '76, President. The program gives J. H. Hill, '76, as orator; Alice Ingersoll, '68, essayist; and M. C. Hodge, '79, poet.

1882.—Mary J. Watson, '67, President. An oration was delivered by J. F. Kirker, '75; an essay by Amelia Goodrich, '75; and the history sketched by Miss May Overstreet, '75.

1883.—O. B. Wharton, '76, President; A. E. Dixon, '80, Recording Secretary; W. Rees, '81, Corresponding Secretary. The program included an oration by John L. Clepper, '80; reading by Martha P. Spencer, '69; and a historical sketch by May Overstreet, '75. The banquet for the evening is remembered as one of the most enjoyable in all the list. In speaking of the order of march, the chronicler says: "First came the regents, fat and fatherly; then the faculty, wise and witty; and last the alumni, rosy and sprightly."

1884.—A. W. Stubbs, '76, President; P. J. Galle, '83, Vice President; Lulu Holmes, '83, Recording Secretary; Carrie Goddard, '75, Corresponding Secretary. The program included an address by N. W. Sonnedecker, '82; a recitation by Sallie Higbee, '83; and a poem by Hattie Horner, '83.

1885.—Frank Kizer, '80, President; Lulu Holmes, '83, Corresponding Secretary. The program opened with an address by President Kizer, and was followed by an oration by A. H. Newton, '84; a select reading by Alice M. Overstreet, '82; and the history by Jessie Loy, '84, and Mamie E. Dolphin, '83.

1886.—Martha P. Spencer, '69, President; Thos. H. Reynolds, '85, Vice President; Mamie Dolphin, '83, Recording Secretary; Carrie Goddard, '75, Corresponding Secretary. The program included an oration by Fremont Miller, '84; the class history by Alice Overstreet, '82; and a poem by Hattie Horner, '83.

1887.—Martha P. Spencer, '69, President; Alice Overstreet, '82, Vice President; Mamie Dolphin, '83, Corresponding Secretary. The program included an address by the President; an oration by C. R. Sortor, '85; a recitation by Sue D. Hoaglin, '86.

1888.—Martha P. Spencer, '69, President; A. J. Jones, '86, Vice President; Mamie Dolphin, '83, Corresponding Secretary. The program included an address by J. H. Hill, '76; a poem by E. T. Barber, '87; a recitation by Lena Gause, '83.

1889.—J. H. Hill, '76, President; Fremont Miller, '84, Vice President; Mamie Dolphin, '83, Corresponding Secretary. The program

included the following papers: "A Backward Look," by Mrs. Alice Ingersoll, '68; "The Normal School as a Factor in Kansas History," by Fremont Miller, '84; "The Future of the Normal," by Sue D. Hoaglin, '86; poem, "The Ship of '89," by Hattie Horner, '83.

Ellen Plumb, of '67, has been treasurer of the association since the first year. At the business meeting June 13, the entire board of officers was reëlected for 1890. The banquet took place at the Rink, about two hundred and fifty guests joining in the festivities. Among them were ex-Presidents Welch, Hoss, and Kellogg; ex-State Supt. Goodnow, Gov. L. U. Humphrey, State Supt. G. W. Winans, Supt. John MacDonald, Prof. H. E. Sadler, Mrs. A. P. Morse, Supt. John M. Bloss; and a long line of boys and girls of yore. Several of the graduating classes were represented by more than a majority of their number. It was a royal occasion, and helped much to fill up and round out the joy of the Quarter-Centennial Commencement. The society is heartily seconding every effort made to increase the efficiency and extend the usefulness of the School. The unrestrained enthusiasm which characterized its meetings at the last commencement was a most grateful assurance of fidelity and coöperation.

## Prize Contests.

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Though there had been contests between the students and between the literary societies from time to time, no permanent regulation was made concerning them until 1881. In that year prizes were offered for excellency in declamation, open to first-year students; in essay, open to second-year students; in oration, open to third-year students, and in debate, open to all students. The contestants in the first three subjects were to be selected by the faculty, and in debate by the two societies. In 1884 a change was made, providing that the orators should be chosen at a preliminary contest, from orators named by the Oratorical Association and the faculty.

In the contests of 1881-82, the winner in essay was W. P. Beaumont, and in debate Leslie Combs. The contests in declamation and oration took place at the time of the editorial reception, and on account of the great jam and confusion accompanying the entrance and reception of the guests, the judges thought it unfair to render a decision. Since that time, the successful contestants have been:

For 1882-3.—Declamation, Jessie Loy; essay, Emma Martin; oration, Lulu Holmes; debate, E. N. Phillips and Sherman Hoover. ✓

1883-4.—Declamation, Anna C. Young; essay, Thomas Reynolds; oration, F. D. Pettit; debate, L. A. Wright and T. B. Ferguson.

1884-5.—Declamation, Isabelle Moore; essay, W. E. Woodward; oration, Alfred Docking; debate, A. L. Funk and C. A. Bishop.

1885-6.—Declamation, Lura Baker; essay, O. P. M. McClintock; oration, Sue D. Hoaglin; debate, J. O. Ward and William Weir.

1886-7.—Declamation, R. M. Ruggles; essay, Anos Blunk; oration, Otis H. Holmes; debate, E. P. Barrows and E. T. Hand.

1887-8.—Declamation, Frank S. Hayes; essay, J. M. Rhodes; oration, O. P. M. McClintock; debate, J. M. Rhodes and W. B. Brown.

1888-9.—Declamation, Josephine Moon; essay, J. T. Russell; oration, Geo. I. Adams; debate, J. W. Gordon and C. C. Carter.

## The Quarter-Centennial Celebration.

Early in the year, plans were devised for an appropriate celebration of the Quarter-Centennial Commencement, June 8-13, 1889. The rail-ways in Kansas kindly gave excursion rates, and a very large number of former students and friends improved the opportunity to visit old scenes, and renew the friendships of former years. Every meeting during the week, from the contest on Saturday evening to the class reception on Thursday evening, was large and enthusiastic. So great was the attendance that an immense awning was drawn in front of the building, and provision made for the audience in the campus. The balcony was extended into a platform accommodating about one hundred people, and the evening meetings of Tuesday, Wednesday and Thursday, and the graduating exercises of Thursday, were held there.

The week was full of kindly greeting, and the exercises throughout in keeping with the occasion. The baccalaureate sermon by Rev. W. H. Black, D. D., of St. Louis, Mo., was a masterly presentation of a great theme, "Add to your faith, knowledge." The class-day exercises were in the evening of Monday, in the shape of a "Reunion forty years hence." Tuesday was "Field day," and the afternoon was spent at the grove in athletic games and field sports. The alumni meeting in the evening was a brilliant affair. Above the speakers on the balcony were two electric lights, seats for 2,000 people had been arranged among the trees in front, and Chinese lanterns of every variety and color were distributed about the grounds. With all these, with the rooms in the building brilliantly illuminated by gas, with the moon at its full, with a vast company of merry youth thronging halls and campus, the scene was one which will not soon be forgotten. The program is given elsewhere. The hit of the evening and perhaps of the week was the song, "Where the Pedagogue stands," by the alumni quartette. The mass meeting and grand review on Wednesday morning were interesting and enjoyable occasions.

Wednesday evening was set apart for an educational symposium by the four ex-presidents of the School. President Pomeroy was unable to be present, and sent his greetings. President Kellogg assured the company of his pleasure at the great meetings of the week, and spoke most happily of the days when he and his co-laborers worked so earnestly for the upbuilding of the School whose quarter-centennial anniversary we now celebrate, and contented himself with presenting a paper, which in the main was that given by him in that earlier day, in outlining the work of the Normal School. In substance he said:

The distinctive work of the Normal School is the fit education of teachers for the public schools of the State, by imparting a comprehensive and critical knowledge of all the elementary studies, with the best

method of teaching the same, and such analysis and outline of higher studies as will conduce to the development of a true manhood and womanhood; thus will its graduates be enabled to perform well the duties incident to the training of youth in all that pertains to citizenship in our Republic. It should add to the efficiency of our public schools, by increasing the number of good teachers in the State; by the work of its graduates; by the active labor of its teachers and students in conducting institutes; by disseminating information in respect to the science of education in general, best methods of teaching particular branches, and the school system and school laws of our State; by introducing correct ideas of school government, founded upon a knowledge of the true nature of childhood; by using and recommending the best text-books; by encouraging physical culture in our schools; by increasing the general interest in schools and school architecture; and, finally, by insisting that progress in education shall keep pace with progress in all else that ennobles our State.

The course of study and training suited to a normal school is essentially distinct from that of all other higher institutions of learning. All studies must be considered with special reference to the wants of the teacher of the common school. What is of most value to him should be most prominent in its curriculum of study. It is manifest, therefore, that a prolonged study of the classics—in itself desirable, as tending to a more appreciative use of language, and as affording a valuable means of intellectual discipline—should not find prominent place in a normal-school course. And so, since the greater part of his teaching will be the elementary branches of an English education, these should be first pursued, and should receive special attention; but the teacher should know much more than he is required to teach. Our statutes do not require at his hands instruction in the principles of government, and duties of citizens. Ought the children to remain in ignorance on these matters? What then shall we say of the teacher who cannot explain to his pupils how the President is elected, how laws are enacted, and why they should be obeyed? That instructor teaches arithmetic most efficiently who not only understands the science of numbers, but whose mind has been disciplined by analysis of algebra and the logic of geometry. And how can the teacher know at what times and in what order the different studies should be presented to his pupils, or what obstacles oppose their progress, or how best to govern his school, if he have no knowledge of the laws of mind? So there is necessity for the study of our national and state constitutions, and the fundamental ideas of government; for algebra, geometry, and trigonometry; for mental philosophy and logic; and, in general, for as many of the higher studies as can be safely introduced after the elementary work shall be completed.

Ex-President Hoss spoke upon—

CHRIST THE GREAT TEACHER.

The world has had four great teachers—Confucius, Socrates, Plato, and Christ. Of these the last is greatest. The first three have come

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down through the centuries, and have been honored more than two thousand years, and will be honored through the centuries to come, yet Christ is above them all. He is above them—1. In that he dealt not in *opinion* but in *knowledge*. *He knew—they believed.* They said, in view of all the facts, *We believe we hold this opinion.* Sometimes, more doubtfully, we *incline* to this opinion.

Not these only, but thoughtful men everywhere, the same. The highest judicial bodies, the Supreme Court of the United States, the Queen's bench in England, carefully give *opinions*, and *only* opinions. Not so, Christ. He steps to the front line of truth, to the outer verge of knowledge, and says: "*Verily, verily, I say unto you.*" And what does he say? "*Blessed are the meek;*" "*Blessed are they that mourn;*" "*Blessed are the pure in heart.*" He does not say this is my opinion, or in view of all the facts I am *inclined* to *this opinion.* Nay, verily. Can you conceive of the amazement, yea, consternation, that would take possession of every Christian heart, if on next Sabbath morning it should be announced from every pulpit in the land, that these words are to be added to the Bible, namely, *in my opinion?* And still greater the consternation, when announced that these are to stand in the opening of the Sermon on the Mount. Thus, *in my opinion* "*Blessed are the meek,*" "*Blessed are they that mourn.*" *In my opinion*, "*blessed are the pure in heart, for they shall see God.*" Would not these words bring a pall of blackness over the heavens and *forever?* Would not the hope of every Christian sicken and die? Would not every tongue exclaim, Alas! alas! is the supremest interest of man, the destiny of the race, to rest on mere opinions, and nothing more? But instead, the world may lift up its heart in gratitude, and its voice in praise, saying 'tis not of opinion, but *knowledge*, unqualified, unlimited, absolute—*the truth.*

This leads us to consider —2d, *The Truth.*

Eighteen hundred years ago, Pilate said, "What is truth?" This solemn question has gone round the world and through the ages, and is to-day on every honest tongue and in every earnest heart.

The earnest teacher says, "What is truth?" Turning to details, he says, What are Quincy methods? What of the Grube method? What of the kindergarten system? What of the Socratic, the topical, the analytic, the synthetic method? and thus on to the end. Turning to civil government, he says, What is truth? In what sense "are all men created equal"? Is sex a factor in government? Shall men and women alike vote and hold office? Should color be a civil disability? and the like. Rising to the metaphysical and spiritual, the question becomes still more momentous. What is the soul? How connected with matter? How exist when separated from it? Is there a second probation? Is punishment eternal? How these and other questions rise and sweep their billowy surges through the soul, and as they break on the hither shore of the unknown, they echo back the old inquiry, *What is truth?*

For four thousand years, men as children went groping in the dark,

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crying out, Lo! here is truth, there is truth; but when they came to test and embrace it, lo! it was not. When darkness filled men's minds, and gross darkness covered the earth, when truth and the search for it seemed a delusion and a mockery, and the whole race seemed as "An infant in the night, an infant crying for the light," then came One on the tops of the centuries, speaking to all men and *for all times*, saying, Lo! *I am the truth.*

Before this it was dark; since, it has been light. "This was the true light that lighteth every man that cometh into the world." For 1800 years, men have been coming to Him to find the truth; and for 1800 years, the truth has been advancing and error receding. Superstition has given way; idolatry has given way; slavery has given way; war and bloodshed have, in a good degree, given way. The sword is being beaten into the plowshare, and the spear into the pruning-hook, and the glad song of the angels at the birth of this great teacher, "Peace on earth, good will to men," is now being sung, and believed, not by angels only, but by men. Such are some of the fruits of the *truth He taught*, the truth that shall make men free.

Third, Christ is an example—a model.

He came not with a set of precepts alone, but as an example—a model. Few things do men prize so much as a model. They are delighted with even a *model machine*, more with a model school, a model preacher, a model teacher. Christ came not only announcing great doctrines which surprised and startled men, but his life was their fulfillment. He did not say and do not, but He *said* and *did*. He said when reviled, "revile not again;" and so when reviled, He reviled not. He said, "Bless them that curse you;" so He "blessed, and cursed not." Men thought these doctrines unreasonable, if not impossible, till they saw Him fulfilling them in His own life. *He said not only, "This is the way, walk ye in it," but, "I am the way, follow me."* Thus He conquered, more by example than by words.

From the beginning, the world had been seeking a model. The Israelites looked at Moses, exalted as he was, and found he had disobeyed; at Aaron, and he had been an idolater; at David, the renowned king and sweet singer, but he had committed a great sin. The Greeks looked at Socrates, but he was charged with corrupting the youth; at Demosthenes, but he was charged with taking bribes. The Romans looked at Cæsar, but he was a tyrant; at Cato as a model in morals and patriotism, but he took his own life. So in despair men said, Where shall we find a *model?* Not a theorizer, or even a philosopher, to point the way only, but one to *lead*—one who can go over the way, and as he goes send back the cheering words to all within speaking distance, and to all the generations to come, "*Follow me.*" When the millions following say Why? he sends back the answer, "*I am the way, the truth, and the life.*" Here is the supreme model, the *only perfect one* the world has ever seen.

Turning the kaleidoscope a little further round at this point, we

get a deeper coloring to the picture. Observe, He says of Himself, "I am the Life." So, He (Christ) was not a *doctrine* or a *creed* only, but a *life*. He not only *taught* a new life, but incomparably more, He *lived* it. His precepts influence untold millions, but His *life* more. Negatively, what would His precepts have done without His life?

The ten commandments had been sounded down from the smoking heights of Sinai, but the people went on in their sins—idolatry, covetousness, adultery, much as if there had been no law. Then the curtain dropped, and the law-giver retired into the silence of the past, and the hour-hand on the dial-plate of progress seemed to stop—the *living spirit* seemed to *perish in the dead letter*. There was the *law*, but no life behind it; no living man fulfilling it in his daily deeds.

On the other hand, Christ's teachings had Christ's life to exemplify them. Glorious and uplifting as is Christianity, His life was more glorious. Is it too much to say, *Christ is Christianity? No.* He is the *law in action*, the *letter made alive*, "*the Word made flesh.*"

## II.—HIS MANNER OR METHODS.

As a second general division of our subject, we notice His methods.

His method was eminently the *sense method*, *i. e.*, teaching through the senses, now called "the object-lesson system." And, parenthetically, we may remark, *Christ, not Pestalozzi*, is the author of this system.

Two cardinal principles are seen in His teachings: 1, From the known to the unknown; 2, From the material to the spiritual. The law on which this is based is likeness, and the rhetorical figure used, the parable.

Therefore, in conformity to these, when He would teach the profound doctrine of a superintending providence, He did not go into a learned argument of creation and preservation, but simply said, "Behold the fowls of the air; they sow not, neither do they gather into barns; yet your heavenly Father feedeth them."

Then lest they might not get the thought, He presents another illustration—"Consider the lilies of the field; they toil not, neither do they spin." Now, the lesson, "Wherefore, if God so clothe the grass of the field which to-day is, and to-morrow is cast into the oven, shall He not much more clothe you, O ye of little faith?"

No amount of logic or philosophy could have made this doctrine so clear. The unlearned can read and understand, and the learned can read and admire. When he would teach the nature of the kingdom of heaven, he took the simplest objects about him. The kingdom of heaven is like unto leaven in three measures of meal. Fearing some of his pupils could not understand, he goes on—"Again, the kingdom of heaven is like unto a net cast into the sea, and gathereth of every kind." "Again, the kingdom of heaven is like unto a grain of mustard seed which a man took and sowed in his field." Again, it is like hid treasure; like a merchantman seeking goodly pearls; like ten virgins; like unto a man which sowed good seed, etc.

Here are the essentials of all good teaching: *clearness, simplicity, variety, profundity.* While these all illustrate the main thought—"the

kingdom of heaven," each in its deeper meaning illustrates its own particular phase—the leaven, its transforming power; the mustard seed, its smallness in beginning and its greatness after growth; the hid treasure its preciousness, and the like.

2. *He used the oral method.* He wrote nothing. A marvel, this; a king coming to establish a kingdom, and to give laws for all peoples and for all times, and never write a law or a promise. He simply *spake*, but he spake as never man spoke. He taught only those who were near enough to hear, but "he taught as one having authority, and not as the scribes"; and "the people were astonished at his doctrine."

3. And last, both a doctrine and an example—*Love*.

He says, "A new commandment give I unto you: that you love one another as I have loved you." "Greater love hath no man than this, that a man lay down his life for his friends." Here is the measure of his love, namely, *his life!* Here is the talisman of power; he wrought it out both in precept and example, and to-day, at the end of eighteen centuries, this power is subduing all hearts unto him. 'Tis the power and only power that can conquer. The sword cannot conquer, gold can't, learning can't, honor can't, social position can't; *love, only love, can.* So in the school-room, the rod cannot conquer, hard words can't, ridicule can't, suspension can't, even expulsion can't; nothing but *love* can—love that leads to *sacrifice*, even *suffering*, for the erring. 'Tis the love that gives a part of life that prevails, conquers. Humanly speaking, all of Christ's words and life would have failed to accomplish his mission without his *death* and the *love* leading to it. You are not asked to give your life as did he, but some sacrifice, maybe, some suffering. Perhaps no finer example is found than that related of that teacher and philosopher, the late lamented Bronson Alcott.

On a certain occasion, one of his pupils had broken a law. Calling the transgressor before him he stated the case to the school, saying the school is injured by a broken law; then added, that divine and human laws agree that where there is sin there is suffering; where there is transgression there is penalty. "So here—you must suffer or I must." The school was astonished, amazed. Then turning to the culprit, he said, "You must open your hand and receive the blows from this ruler, or you must take the ruler and inflict the blows on my hand." The boy in a tremulous voice said, "I'll take the ruler." The affectionate teacher held out his hand; the pupil with palpitating heart raised his arm to give the blow, but looking into the face of his loving teacher, his lip quivered, his eye dimmed, his arm fell powerless at his side, and with choked voice, he said, "Master, forgive me." The school was in tears; love had conquered. Here the lower rim of divinity reaches down and touches the upper rim of humanity, and melts and blends in tears, and we *love* and obey as never before.

In conclusion, we all want the power of the great Teacher, so far as possible for the finite to have the infinite. You want to instruct as he, to be a model as he—to *love, sacrifice*, not as he, but something for

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your pupils—in a word, you want his spirit and power, so far as mortals may have the blended *human* and *divine*, so that you may win, teach, mould, *guide*, and save—*save* till upon your work, shall be the seal of his *everlasting approval*, and upon your heads, the benediction of his everlasting *love*.

Ex-President Welch took for his theme:

WHAT CONSTITUTES AN EDUCATOR.

When this subject was selected, I hoped to be able to point out wherein the educator differed from the ordinary teacher, to give the differentia of his species from his genus; but I confess to you, I have experienced all the agonies of Bunyan's Christian before he started on his journey; and even now, I find myself very near the slough of despair.

With some propriety, the genus, teacher, may be divided into three species: the *failure*, the *success*, and the *educator*. The first species, the failure, contains two varieties so well marked that there are some zoölogists who insist upon naming a new species; but since they are not uniform in the name given to the new species, we will hold to the old classification. The first variety have a clear conception of the subject-matter to be taught, but they have little or no knowledge of the pupils to be taught. They have no knowledge of the natural order in which the mind acquires knowledge, and no tact to adapt means to ends. They have no remembrance that they too were once children, and liked play better than work. They cannot understand why children in these degenerate days do not appreciate their advantages. These are usually conscientious, hard-working, faithful teachers, but they have missed their calling, and as teachers they constitute the first variety of the species, Failure.

The other variety of this species have very inaccurate and indistinct ideas of the subject to be taught. Either from dullness of apprehension, or from disposition, they have acquired the habit of accepting part knowledge for whole knowledge. For some reason this species tire as soon as they have a partial conception of the idea under consideration. Going over the subject a number of times does not add to their knowledge. A part of an idea saturates them. They would commit suicide by forcing themselves to know all of one thing. They cannot resist, or at least do not resist, the formation of judgments on only a part of the data. This is repeated until the rapid forming of judgments, as soon as some data are known, becomes a fixed habit. With the very ignorant this fault is an evidence of wisdom and smartness. The partial knowledge which this variety have of the pupils to be taught, and of mind-activity, is just as useless as their knowledge of scientific subjects; but with vivacious habits of thought and action and a disposition to please, they often pass for much more than they are worth. With a kind, sympathetic nature, acute as to popular favor, this variety frequently receive the praise of first-class teachers. Their conception of moral obligations is often quite as loose as their

knowledge of scientific truth, and while they manage frequently to pass for gold, they are only base metal, and are the most pronounced and most dangerous failures in the profession.

The species known as successful teachers have a well-defined conception of the subject-matter to be taught, of the pupils who are to be instructed, and of the laws by which mind acquires knowledge. They know that mind delights in the acquisition of accurate knowledge, and that the enthusiasm of a class is about in proportion to the thoroughness of the work, and therefore no artificial stimulus in the way of prizes or rewards is needed where scientific teaching is done. They have the tact to adapt the subject-matter in its natural order to the capacity of the students, and this is their method. They know how to direct the force of their pupils into right channels without destroying the force. They are masters of the situation, and control their schools by means of superior wisdom and prudence. They are teachers of a higher type, and can always secure positions.

How shall I describe the third species—the educator? What can I say of him that has not been said of the successful teacher? The lowest kind of definition is the giving of an example, and did my task consist of the defining of an educator, I would be tempted to point to some of the illustrious examples which this country happily possesses, and avoid further research. This diplomatic conduct seems to have been anticipated, and I am asked either to tell "What constitutes an educator," or to admit that I do not know. Desiring very much to please my old friends, I will do both. I will first attempt to outline the essential elements of an educator. The admission that I do not know will then be superfluous.

The substantial essence of the educator can no more be defined than we can define matter. The best that we can do is to describe his essential characteristics—that without which he would not be an educator—and in doing this it will narrow the question somewhat, and make it more easy to tell what he is, if we name some things that he is not.

#### NEGATIVE QUALITIES.

1. An educator is not a manufactured article. He cannot be made to order. Failures are the only articles in this line that can be made to order, and then only when the material furnished is well adapted to the purpose. The educator, like the statesman, is a product of self-growth, aided by everything that comes within his reach, whether that be a university or adversity.

2. The educator does not attempt to impress upon his pupils that he is the sum of all wisdom and prudence, and therefore the proper thing for students to do is to imitate him. He understands his task to be the culture and growth of what powers the pupil has, whether that be one talent or five.

3. The educator is not a *scold* or a fault-finder. He comprehends that the suppression of wrong-doing, that punishment may not come, does

not even tend to cultivate good tendencies that good may follow. He knows that self-government is the only educational government.

4. The educator does not pose before his pupils either as to his wisdom, authority, or dignity. Even the slightest disposition of this kind is foreign to his character.

5. The educator has no iron-clad formula for the teaching of any subject, but being familiar with the laws of mind-growth, he knows that the correct method is the one suited to the time, place, and occasion, and he proceeds to adapt the means at hand to the end to be accomplished, and *this is his method*.

6. The educator is not a dude, nor is he a slouch, but he dresses for comfort and in taste, with due regard for the æsthetic ideas of his fellow-beings.

7. The educator does not tell his pupils they are wrong in their conclusions and point out their errors; but he sees the erroneous conclusion as an *effect* resulting by the necessary laws of thought from wrong or imperfect data, and he wisely leads them to re-examine their data and discover their own error. He never loses sight of the fact that self-activity is the law of growth.

As a matter of common observation, we see pupils graduated from some schools, proficient in the subjects taught in the course, satisfied with the knowledge they have acquired, and apparently convinced that there is no knowledge hidden from them, and as long as they can make other people agree with them in this, they appear to succeed and are in popular favor; but their ultimate failure or rather exposure is only a question of time, and then, unless they discover themselves, and begin on a new line of life, they fossilize and fail; while students in another institution, possibly of not so great reputation, feel on graduation day disappointed and dissatisfied with their attainments. They find their knowledge not so great as they anticipated. They realize that about all they have acquired which is of value to them is their ability to investigate and discover truth, and that this is without value except as they utilize it in the acquisition of knowledge which they do not now possess. Instead of being satisfied with what they have, they are disposed to criticise their *Alma Mater* for not giving them more. When they consider what they know, they feel discouraged; but when they lift up their eyes and behold the fields of knowledge within their reach by means of the training they have received, their thirst for wisdom is renewed, and the fire of their enthusiasm is again kindled never to be quenched, and they become more zealous students of men, things, and measures than they were within the walls of their *Alma Mater*.

The first class of pupils may have been taught by teachers who knew their subjects well, and who knew how to teach them, but they were surely not taught by educators in the sense in which we use the term. The latter class of students had educators for their teachers—at least an educator had met them somewhere on their way, and given direction to their educational inquiries. No man can come in contact with an

educator and catch a portion of his spirit without being benefited. The problem before me is to point out the difference between these species of teachers. Why is it that from one country school numbers go to higher institutions of learning, while from a neighboring school, enjoying equal advantages, no one goes?

Why is it that a large per cent. of the graduates of one high school go on to college, or to some technical school, to prepare for greater usefulness in some line of human industry, while the graduates of another high school are never heard of in any other institution of learning, or anywhere else? Why is it that graduates from some colleges degenerate into educated tramps, not able to do what they want to do and unwilling to do what they can do, while the graduates of other colleges are the leaders of thought in the various lines of activity? Is it wholly due to the class of students who attend these institutions, or is it due to the spirit of the institutions, which, in turn, is due to the brain and character of the teachers in charge? There is occasionally a boy or girl who has genius or common-sense enough to overcome even the suppressing and unphilosophic methods of a poor school; but to the boy or girl of average ability, the spirit and tone of the institution which he attends is of grave moment to him. I believe it was President Garfield who said, that he would rather have his boy trained by an educator such as Mark Hopkins, with a beech-log for a desk and the forest for a school-house, than by a mechanical-formula rote teacher in a magnificent school-house supplied with all the apparatus which modern invention can furnish; and well might he say this. More can rationally be expected of a boy who has completed the common country-school course in a western dug-out, who has learned to know himself and who quits school eager for higher attainments of character and usefulness, than of the young man who has won the honors of his class in a university, but who has not yet discovered himself, and who believes he has finished his education.

We are now prepared to consider the

#### POSITIVE QUALITIES OF THE EDUCATOR.

1. The educator is a man of broad common-sense and scholarship—the product of native gifts, culture, and experience. His knowledge is the fruit of his own experience. He is acquainted with the activities in which people of all classes engage. He is thoroughly acquainted with all the phenomena of mind-activity. He has not forgotten the experiences of his childhood, and can with ease see, think and feel as a child does. He knows mankind, and comprehends the motives which actuate men of different classes, ages, and conditions. He exemplifies his ideal in his own life and character. He has great constructive power; and because he knows the ends to be attained and the means, he almost intuitively adapts means to ends. How can a teacher wisely adapt means to ends if he neither comprehends the true ends to be attained nor the means to be used?

2. The educator is both a statesman and a politician. Comprehending thoroughly the relationships of individuals to each other and to the body politic, he is prepared to lead his pupils to the highest conception of the duties and obligations of citizenship. While he is in advance of the people on political questions, he is politician enough not to disclose himself so far in advance of the common thought as to cause a reaction.

3. The educator is a *just man*; and by this I do not mean that he will simply reward and punish, praise and condemn, according to his convictions. The *just man* will not only refuse to lend a willing ear to the slander of an enemy, but he will refuse undue and disproportionate praise of a friend. He will not reach a conclusion either as to the conduct or character of others or as to the correctness of any proposition until he has examined all the data. Comprehending fully the disadvantages of inherited evil tendencies, while he does not countenance wrong-doing, he forgives, sympathizes with, yes, helps the wrong-doer back to a life of rectitude. He is himself an inspiration to such a life. He not only sees and clearly comprehends the innate natural relationship between things, persons, and peoples growing out of the plan upon which they were made, but he sees and observes the relationships between that which is made and its supreme and infinite maker, and the observance of these various relationships and the leading of others to see and observe them is his religion. Prejudice and jealousy are unknown to him only as he sees them practiced by those whom he pities rather than hates. He understands that "to err is human," and with a great, loving heart he leads the erring where *they* will for themselves discover wisdom. If punishment at any time becomes necessary it is given for the good of the wrong-doer, and in the same spirit in which we would stop a passenger train from running over an embankment, and with no thought of the satisfaction of injured dignity. In his zeal to do the work which his Master has laid on his heart, self is forgotten, and he has "charity for all and malice toward none."

4. The educator does not teach to live, but he lives and desires to live in order to teach. He knows that each boy is born with definite limited possibilities; that the extent of his advance along the line of his possibilities will depend upon his own activity as related to his environments; and with the care and precision with which a great surgeon performs a difficult operation, he directs the growth of the body, mind, and character toward the attainment of its high destiny. He sees in each pupil possibilities unseen by others. While the pupil is yet quite unconscious of his powers, the educator with still greater accuracy than the parents who gave life to the boy, determines the natural bent of his powers, and gently guides him to the discovery of himself. And what a glorious discovery! He needs little else to complete his school education. He now knows himself and is conscious of his strength and of his weakness, and with the faith, hope and zeal of a Columbus, he journeys in the direction of his greatest possibilities. Difficulties, lack of

school appliances, and poor teachers are no longer a hindrance to his progress. He learns from everything with which he comes in contact; he mounts higher and higher as he conquers every obstacle. He has caught the spirit of his master, and his soul is on fire for wisdom. No force can stop him in his upward flight except death. And will death stop him?

5. The educator knows that knowledge of isolated facts without a knowledge of the relationships between those facts, is of little if any value; consequently relationships of facts, forces, and laws are constant subjects of inquiry, and the student acquires the habit of investigating and discovering relationships. The educator comprehends that there is no subject of scientific inquiry unrelated to other subjects, and as a result no branch of human knowledge is taught without showing its connection with other branches of knowledge. The student who understands the natural relationship between drawing, arithmetic, geometry, and algebra, between geography, history, political economy, psychology, and ethics, and other branches related to each of these two lines, has a much broader conception of life and its goal, knows more of his own environments, and how to utilize them, and make them means to accomplish his ends, than the student who has a most exhaustive knowledge of each separate subject with an incidental or accidental knowledge of some undefined connection between all scientific truth. There is as great a difference between the instructor in subjects—the ordinarily successful teacher and the educator—as between the politician and the statesman. The politician studies the sentiments of the people, and in any great political movement goes with them. The statesman also studies the sentiments of the people, and in a great political movement, while he is with and of the people, he leads them up to his political faith. He understands the relationships and needs of peoples, and with consummate tact he undertakes and succeeds in teaching the people to think as he does upon great questions, and defers to them in minor matters. The politician has no special conviction except that he desires popular favor. An instructor may teach text-book geography and history without even suggesting the relationship between the two, because, perchance, it never occurred to him that the altitude, isothermal lines, and other environments, have much to do with the character of the people and the nature of their government. In charge of an educator, the productions of a country, its commerce, biology, political economy, history, psychology, and ethics, naturally grow out of the subject of geography, and while these various subjects are not necessarily pursued at the time, their connections are discovered, and a thirst for further knowledge is thus created.

We conclude, then, that the principal differences between the successful teacher and the educator are: The educator has—

- (1) Superior gifts as a grant of nature.
- (2) More intense zeal and love of his work—amounting to what the ministry denominate “a call to the work.”

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- (3) A more accurate and extensive knowledge of things, and of the laws governing them—cosmology.
  - (4) A greater self-control and prudence, resulting from self-knowledge and a knowledge of causes and effects.
  - (5) Greater combining-power, which also results from a broader and more accurate knowledge of Nature and her laws.
  - (6) The fact that the educator lives and acts what he is, and that he is to others his best lesson of God's good-will to man.

At the close of this address, the presidents held receptions in the office, library, and assembly room. A host of the friends of each extended welcome and congratulations.

The graduating class was composed of forty-one members, and the exercises were of unusual interest. Mr. D. A. Tear was salutatorian for the class, and Miss M. A. Whitney valedictorian. Short addresses were made by J. H. Franklin, President of the Board of Regents, and G. W. Winans, State Superintendent.

The banquet in the afternoon has already been mentioned. The class and society reunions following were occasions of great enjoyment to many. The class reception in the evening was attended by an immense throng. The Howard Cornet Band furnished the music and added much to the pleasure of the occasion. Governor and Mrs. Humphrey held an impromptu reception in the president's room, and in response to repeated calls his Excellency addressed the company for a few minutes in well-chosen and timely words. Fireworks and colored lights followed, illuminating the entire campus. The electric bells called the classes to their teachers' rooms for a final word together, and — the twenty-fifth commencement was over.

## The Original Eighteen.

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[The following interesting paper was read by Mrs. George Plumb, at the Alumni banquet, on Thursday of Quarter-Centennial week, and at once made for itself a place in this book. As soon as Mrs. Plumb learned of the proposed history, she cheerfully undertook the labor of gathering material for these sketches, and we are all under obligations to her for kindly aid in other directions as well.]

The first Eighteen!—what memories those words bring up. How quickly the mind goes back to the old times, twenty-five years ago. How many pictures hang on the wall! I see in them a country new, uncultivated, the people poor, our homes a shelter only, some of them hardly that, from storm and cold, nearly every one of them in mourning for the brave ones that had gone out at their country's call never to return. There were no signs of the wealth, culture, and refinement of to-day. We had no time for that here. If the wish for the old life that we had known came up, it was quickly crowded out by the necessities of our surroundings, for many of us had learned to be thankful for barely enough to keep us from freezing and starving. No railway trains are in these pictures, but instead are covered wagons carrying merchandise from distant railway and river towns, with a covered spring wagon carrying mail and passengers. It came once a week, if the streams were not too high. We did not know for twenty-four hours after, that President Lincoln was assassinated. How well I remember the morning after the news arrived. How we students gathered awe-stricken at the school-house, and by common consent, it seemed, took our seats quietly, and soberly, as though we were in the actual presence of death; and how Professor Kellogg took out the register and called the roll without ringing the tardy bell.

The trains that ran to Santa Fé were huge wagons drawn by six, eight or ten teams, and it took months to make the trip. No running down to Old Mexico for a vacation trip then. It only took us two weeks to attend a four-days session of the State Teachers' Association at Atchison in '65, and we only used what time we actually needed.

No street-cars or carriages for students who could not, or were not inclined to walk, but instead, Indian ponies, some saddled, some not, are ridden by both boys and girls; and in that picture I see them mount their ponies at evening, and with merry words and ringing laughter, go galloping away as easily and gracefully as the native red man.

I see no tall churches with vaulted roof, with nave and organ, but instead were small, plain, white buildings, very plainly furnished; one of them boasting a melodeon, and I think one had a parlor organ.

But the picture is that of the upper room of the old Constitution street school-house, at that time the pride and boast of Emporia, seated with the settees borrowed from the First Congregational church, a desk

borrowed from the county clerk's office, and a chair borrowed from somewhere else; windows, through which the Kansas sunshine poured in blinding quantities, so that even the strongest eyes quailed before it, forcing us to adjourn until we could make, and hang some curtains. Blue Holland they were, made by the girls, hung by the boys, and superintended by the principal himself.

No gas jets illuminated our society halls, only a few No. 1 kerosene lamps—Nos. 2 and 3 not having arrived in Kansas yet. No electric lights aided us in getting home from the social in the evening of our first commencement day, when the rain poured in torrents, and the darkness could almost be felt. That first social, we played blind man's buff, snap-and-catch-'em, cross-questions, and several other games; somehow we felt as though we scarcely knew just what was expected of us.

I see that bright February morning of a quarter of a century ago. The Old Eighteen gathering in from town and country, some coming three miles. A few of us only had met the new principal, and somehow we felt that he was not equal to the situation. How deceiving appearances are sometimes! How lonely we must have looked scattered around that room in groups of twos and threes, and how oddly both we and our surroundings must have seemed to the young man in front of us, just fresh from cultured Bloomington. I wonder now that he did not get disgusted and leave, but we thought then that he should feel highly honored: and to-day as he sits here and with us sees to what that school has grown, and we remember that to him as well as others it owes its beginning, I go back to the old opinion.

But for our first eighteen. There were fifteen girls and three boys, all but two from Lyon county, and mostly farmers' sons and daughters. The most of us were of that age when we really thought that the world would hardly move along without us, and really thought we could get on the blind side of the new teacher. But somehow we never found it. Our free western life had given us the idea that we were to be hampered with rules, and in some, to us unaccountable way, robed of our freedom. We wanted the education, but we did not want too much red tape with it, and one thing we learned was, that we could be ladies and gentlemen, and still be free.

First on the roll was ZERUIAH P. ALLEN, of Lawrence. She only tarried with us a short three months, for soon after Lee's surrender a white-winged messenger came telling her that "Johnny was marching home," and as she knew that meant bridal robes and orange blossoms, she left us, and in the golden October of '65 the soldier boy claimed his bride. She taught at the Rinker school-house, two and a half miles north of the city, and with that school closed her public labors: and to-day, as Mrs. John M. Hyde, she lives in this city, surrounded by four grown-up sons and daughters. To her, I believe, belongs the honor of first sending her own children to her *Alma Mater*.

MARY BAR, of Emporia, attended school one year, when she removed

with her parents to Baxter Springs, where she married Mr. B. Ward, of Hillsdale. She never taught, but in her quiet way made home pleasant for her husband and children (of which there were five) for eleven years, and then, in the bright spring-time, came the summons, "Thy earth-work is done—come up higher," and the second one of our number passed to the eternal spring-time.

Laura Burns, of this county, who went altogether one year, never has taught. She was married in the spring of '67 to Mr. Joseph Rickabaugh, and lives two miles northeast of the city, where they are engaged in farming and small-fruit raising.

Ellen M. Cowles attended school fourteen months, and then finished a term of teaching for Miss Abbie G. Homer, (our principal having decided that she was the one to make his life happy, and with the eagerness of youth claimed his bride before her work was done.) This, with one other term, closed her life as a teacher. She was married to Mr. George Plumb, in August, '67. Her husband is a noted wool-grower of this State. Her only other work has been in Sabbath school, in which she has worked almost constantly for the last eighteen years, either as superintendent or teacher, sometimes filling two places at once.

Clarissa Fawcett went the first year, and three months of the second, when sickness took her away. She never taught. She was married to W. S. Hunt in November of 1868. In about a year they removed to his farm near Arkansas City. But soon consumption, the dread of her family, had marked her for his own, and one winter morn, as she lay awaiting the summons that all knew was coming, a look of more than earthly brightness spread over her features, and the weary spirit passed to that land where sorrow never comes. Thus, in December of '72, the first one of our number left us.

Frank E. Gillett writes that all the education he ever acquired in school was during the two and a half years he attended the Normal. He left to accept a commission from the Government to raise a company to fight Indians. The company was raised here, but alas for the dreams of those youthful soldiers, instead of covering themselves with glory, fighting Indians, they went to Fort Wallace and there blistered faces and hands putting up hay for the Government. After that he engaged in mercantile business at Cottonwood Falls, subsequently moving to Hutchinson. While at the Falls he read law, and after quitting business at Hutchinson, he again took up the study of law from books borrowed from the library of Judge W. R. Brown, practically educating himself in law. He was married in 1870; has practiced law since '76; was first elected to the Kansas Legislature from Kingman county in '82, and has been elected to each succeeding session, his last election being to the State Senate in '88, for four years. He has five children, and is living at Kingman.

Healoise Hunt went to school about two years; then married Capt.

Jack Armstrong, and moved to Chase county. Afterwards moved to Raton, New Mexico, where I think she still lives.

EMMA HUNT, her sister, must have attended about the same length of time—possibly a little longer; then removed with her parents to New Mexico, where she was afterwards married to a Dr. Ludlum. Her present address is Springer, N. M.

ALBERT T. MCINTIRE attended the Normal two years, but did not graduate. Has never taught. Was married to Miss Sarah E. Noe, of Hartford, in April, 1870. Is now a market gardener. Present address, Arkansas City.

JOHN F. McLAIN is the missing link, all efforts to find him having proved unavailing. All we know is that he was from Illinois, and attended school about two years. But whither he went, whether he has won or failed in life's battle, your historian knoweth not.

SARAH MANTER was with us about two years. She clerked in Miss Plumb's book-store awhile, then went to Arkansas City, where she married Mr. Reuben Houghton, after a number of years going to Purcell, I. T., where she still resides, dividing her time between her three children and social duties.

BETTIE MADDOCK was the sweet singer not only of the eighteen but of the old forty-two, not one of whom has forgotten the sweet, gentle girl who charmed us with her music, and won all hearts by her quiet modest ways. Many of those present remember her as she sang "Passing Under the Rod," and all the old students will remember how she came to the open meeting of our Society in March, 1866, in her bridal robes, and gave the song for the last time in public; and as she passed out from among us that night to place her hand in that of her betrothed, how little did we dream that upon her the rod would soon be laid so heavily that the gentle life would break beneath the blow. But a few years later her first-born darling was snatched from her loving hands by the cruel flames, and though with her sweet patience she bowed her head in submission, it was only a few years until the gentle mother followed her loved one home. She married M. H. Bates, a druggist of this city, and died in Lagrange, Missouri, in 1875. She was the mother of four children, two of whom and her husband are with her in summer land.

MATTIE J. NICHOLS, after teaching six years, as shown in the Alumni record, married Dr. C. Humble, a man full of good works. They are at present engaged in missionary and church work in Wichita, she being a ready helper and a wise counselor.

ADALINE SOULE was with us eight months, after which she taught 21 months at Workman, Waterloo and Duck Creek districts, and at Elmedaro. She became the wife of Mr. M. C. Stark, one of the principal business men in Prescott, this State.

JOSIE SLOCUM, of Emporia, was a graduate in the class of '68. Her record is given with that of her class. In her early death another is added to the dear ones that await us beyond.

ELLA SPENCER went long enough to fit herself for a first-class teacher as her record shows, she having taught two years in the city schools here, besides several district schools. She was married to J. N. D. Brown, also a Normal student, being the only one of the eighteen that chose a partner from the School. Six or eight years ago she was left with six young children to care for, and bravely has she taken up her task. She went to Seward county a few years since, where she taught the first school in Fargo Springs. She was asked to run for County Superintendent, and was elected, still holding the position. Her address is Springfield, Kansas.

MAGGIE SPENCER went two and a half years, then taught one term in the district just north of town, and married B. F. Hollingsworth in February, 1868. Since that time, besides her duties as wife and mother, she has found time to superintend Sabbath schools or teach in them, also to work in the cause of temperance, using both voice and pen. At present she is President of the W. C. T. U. for Seward county, in which she now resides. Scant is her portion of this world's goods, yet bravely has she struggled to implant in the minds of her children true ideas of life. To-day we crown her the first and only grandmother of the old Eighteen.

We come at last to the one ungathered rose, the last though not the least, the baby of the flock, MATTIE P. SPENCER. Still we do not feel like condoling her because ungathered, as we look at her to-day standing proudly forth, a self-made woman, an honored member of the faculty of our old *Alma Mater*; we do not feel like saying with the poet:

"It pains me much to see  
One ungathered rose  
On my ancestral tree,"

But rather, in lieu of orange blossoms, hasten to crown her with the laurel wreath as queen of our Eighteen. She entered the School when only fourteen years old, graduating in '69. Her record is also given with her class.

Thus ends my history. And as I see the School of to-day, grown from that small beginning, I feel that, justly proud as you are of your numbers, your faculty, and your surroundings, you can still be proud of your old Eighteen. For, though few of us have become famous, the most of us have tried to live so that the world shall be the better for our having lived in it. Mayhap some one may one day say this of some of us:

"Within this lowly grave a conqueror lies,  
And yet the monument proclaims it not."

## Some Reminiscences.

Much that is best in history must remain unwritten. Records, statistics, lists of names, need some vivifying touch to transform them into pictures of life. To those who have lived in the midst of scenes recorded, what multitudes of memories come crowding up to fill the spaces between the lines. These pages, at best, can reproduce but little else than summaries of facts, cold chronicles of events. The hopes and aspirations of successive generations of students, their struggles for intellectual supremacy in the arena of society, hall and class-room, the sterner struggles of many an unrecognized hero with poverty and early disadvantages in the effort to win an education, the generous free-masonry of student-life—always existent here—that has contributed so much to make such efforts successful, the fun the boys and girls have had, the partnerships for life, the friendships formed, to which, as the years slip by, they now look back so tenderly; the quiet influences that have meant so much in personal character, the songs we used to sing, the jokes that meant so much to us then, the familiar names by which we learned to greet each other, the jolly hours, the toilsome ones—could the walls have speech, or could voices come back to us from the times “before the fire,” from beneath many a roof in Emporia some contribution could come to make this record complete.

All around us is Normal School history. The name of the historic places is legion. There is the old stone boarding-hall—the first one—on Exchange street, just south of the Christian church, where the students of the sixties doubtless greeted each other with a cross-fire of pleasantry differing little from that which has enlivened the “Hoxie,” the “Rybolt,” the “Armor,” the “McBride,” and other clubs of later days. Then the Commercial street boarding-halls, the one located just south of the Episcopal church, the other on the corner opposite—what a feature they were in the school-life of the seventies! The east boarding-hall for a time was occupied solely by young men, the west one by young ladies, until the increasing number of the latter taxed the gallantry of the boys, and forced them to seek shelter elsewhere. Then they scattered in groups about town. A few hardy ones for a long time were domiciled in the old Cambrian house, on Commercial street, just one mile south of the Normal. There was plenty of economy, much self-boarding and high living, intellectually, in those days. Another notable place was the building on the northwest corner of Commercial and Seventh, the lower part occupied by a marble shop, the upper part filled with students. Here, so far as known, originated the first Normal School boarding-club. A photograph of that first club, in possession of the writer, reveals a colored boy as waiter pouring out water,

possibly the most plentiful article of diet known to the institution. Another famous student resort was a building on Sixth avenue near Market street. Here, upstairs, dwelt many of the most prominent students of '75 and '76. Below were the headquarters of the "Tarbell Club." Six of the graduating class of '75 spouted their orations beneath those eaves. There were also found several of '76, and others whose names are on the roll of subsequent classes. A large proportion of the boys of that era, at some time or other in their student history, were patrons of the "Tarbell Club." The Bailey house, on Congress street, was a successor to these in student popularity. The climax of its glory was in '82 and '83, and would you know who dwelt there, turn to the alumni record of that period and find a goodly number of representative names.

But, after all, was not the center of attraction of student-life the Normal School boarding-halls in their palmiest days? For there, under the kindly administration of a cultured Christian lady as preceptress, a teacher who put heart as well as mind into her work, forty young ladies dwelt. How could it be otherwise than a center of attraction? Uninviting enough those buildings seemed from the exterior standpoint, set high up on their stone foundations to keep them out of the water, (for even in "drouthy Kansas" they were often surrounded by water,) with rough outside stairways and bleak, glaring walls; but inside there was a transformation, and many a Normal youth, as appropriate opportunity offered, found himself irresistibly drawn toward those home-like boarding-hall parlors, to find there time passing far from heavily on his hands. One of the social features of those years was the occasional party given at the boarding-halls by the young ladies, under the direction of the preceptress. Good cheer always prevailed, and favored was he who found himself on the list of the invited ones.

Though the students of the Normal School from the beginning have always been characterized by a spirit of hard-working earnestness, the social side of life has never been wholly neglected. At least once a term a reception or social given in the assembly room, with some literary exercises or other entertainment, has been an institution from the first, doubtless never differing much, either in form or spirit, from the Normal socials given by the classes at the present day. One feature at least has come down through the years intact; that is the steady *tramp, tramp* of the promenade through the halls. "Men may come, and men may go," but *that* will "go on forever."

One of the most notable social occasions, perhaps, in the history of the School was the farewell reception given to Prof. H. B. Norton and wife at the Normal building at the time of their departure for California in June, 1875. By the citizens of Emporia on that occasion an elegant gold watch and chain were given to Prof. Norton, and on behalf of the students was presented a fine album containing photographs of the members of the graduating class of that year. In a very feeling

address of thanks, Prof. Norton, after alluding to the hardships of the pioneer times in Kansas as affecting the early history of the School, and to the work of L. B. Kellogg, C. V. Eskridge, Rev. G. C. Morse, Jacob Stotler, P. B. Plumb, and other Emporians who had been helpful in laying the foundations of the School, said that, as for himself, no one could ever appreciate how much he owed to the "kindness, appreciation and good-cheer of the people of Emporia, in the sunshine of whose goodness" he had grown happy and strong.

These words suggest the fact that the people of Emporia have never been lacking in hearty interest and pride in the Normal School. In the earlier days, when Emporia was a scattered village, though the same spirit has existed through all the years, the very nature of things, perhaps, made personal indications of interest more manifest than now. No stranger came to the place but must be taken to see the Normal School; very often, parties of resident ladies would spend the day at the institution; and always the meetings of the literary societies, the oral examinations at the close of the term and other public occasions were relatively great events in the community. The Literary Union was accustomed to give an annual exhibition—"Penetralia," the exercises were called—usually in the old stone Methodist church, on the same site as the present First M. E. Church (then the largest audience room in town), always to a crowded house. Trained by Prof. Kellogg, they took greatly to Shakesperian readings in those days, and always an accompaniment of the exercises was a poem by Prof. Norton, whose versatility enabled him also to take charge of the music. Stirring political times those were, and stirring questions were chosen for debate, as the records show—such themes as the impeachment of Andrew Johnson, and the policy of reconstruction—debates that were hotly contested with genuine Kansas fervor. One of these occasions, when an admission fee was charged, netted for the enterprising Literary Union people \$150. Another was made memorable by an exceedingly interesting *finale*—the marriage, as the closing exercise, of the principal of the School and one of the lady teachers. Such things happened in the earlier days.

As from time to time, Emporia has been made the meeting-place of various organized bodies, educational, religious and professional, they have always found a welcome at the Normal School, and some very pleasant episodes of Normal School history are to be recorded in connection with these visits. In 1869 a very successful State Teachers' Institute was held in the Normal School building, under management of the Normal faculty; in June, 1877, the State Teachers' Association held its session at the Normal School; the State Editorial Association met here in 1882; and at different times nearly all of the great religious bodies of the State have received the courtesies of the institution. In 1874 the Grand Lodge of Odd Fellows visited the Normal School in a body, and the occasion is especially to be remembered from an address delivered by one of their number, then State Superintendent, H. D.

McCarty. A very pleasant circumstance that will be recalled by students of that time, in connection with a reception given to the M. E. Conference in 1876, was the address of Bishop J. T. Peck, with his humorous references to a boy and girl of his knowledge in earlier years, who proved to be Dr. and Mrs. Pomeroy, then members of the faculty, whose teacher he had been. The members of the Academy of Sciences, at their session in 1886, found interested and appreciative friends and listeners among the students of the Normal School, as the seniors and juniors who were present at the banquet can testify, their subsequent banquet being excellent evidence of their appreciation of the ways of the "grave and reverend seigniors" who had preceded them. The 1889 reception to the members of the Grand Army of the Republic should also find a place in permanent Normal history.

The mention above of the farewell reception to Prof. Norton, calls to mind an event which occurred in the week preceding—an event invested with all-absorbing interest for a large number of Normal School boys of that time. It was the first competitive examination given in this—then the third—congressional district by Congressman W. R. Brown for the West Point cadetship. How the martial spirit of the boys was roused; how well prepared they were to appreciate the cartoon which some clever student artist tacked upon the Normal entrance on the day of the examination. It was the figure of a youth, with eye flashing and form erect, proceeding to that scene of intellectual conflict, while from his mouth were emanating the words, "West Point, or bust." How well prepared were all save one—that one the most quiet and unassuming of all, now Lieut. C. M. Truitt, of the United States army—to appreciate also the cartoon they found as they left the building. It was the same youth, with dejected bearing, descending the steps, while underneath was this inscription, "Busted." A number of the events occurring about that time—for there were some stormy scenes in the student-life of the seventies—found appropriate commemoration at the hands of the same artist, and one or two other quite gifted young disciples of Nast.

One of the scenes that should not be forgotten, since "he who plants a tree is a benefactor to his race," is the first Normal School arbor day. It was in the spring of 1876, and was a spontaneous movement of the students, who, unprompted by any governor's proclamation, with merry ceremony filled the campus in front of the building with trees. Each one was carefully located and named, and many seemed to thrive for a time; but, alas for the permanence of human hopes! if any did survive the scorching heat of the fire of '78, they cannot at this day be identified.

But these rambling reminiscences, already too extended, must find some appropriate close. Many things else might be recorded, but perhaps that which is written will serve its full purpose if it calls to the minds of those whose lives are interwoven with the past of the Normal School many things unrecorded.

The students of the earliest days will recall the history they were unconsciously making as they met in that upper room on Constitution street. The Model students of '76 will repeat with pleasant memories extracts from Longfellow's Hiawatha; many of the older students of that time will turn their thoughts to the memorable farewell social of 1876, in the Congregational church; those of two or three years later will recall the stirring scenes of the fire, the meeting in the Methodist church the morning after, the sessions of school in the old boarding-halls, and the joy of those who, having stood bravely and patiently by the School in the time of its calamity, were permitted prophetically to sing, "Still there's more to follow," or the morning when a permanent home was found again in the new Normal building. Even the kindergartners will have their memories; the kindergarten hack that used to transport them will not be forgotten. Each period in the history of the School has its own associations—

"Each heart recalled a different name,  
But all sang Annie Laurie."

So the spirit of reminiscence will awaken in the mind of each some different train of thought, some special scenes and faces, while, let us hope, that, even though smiling faces may look through tearful eyes, because of the mingling of joy and sadness inseparable from all such recollections, there will be found all hearts uniting in the sentiment of unswerving devotion and love for that name around which all the memories cluster—"Our Normal School."

## Lands.

### ENDOWMENT.

What is known in Kansas history as the "salt lands" is seventy-two sections which the State asked of the General Government in the following language of the ordinance which precedes the Wyandotte constitution :

"SEC. 5. That all salt springs, not exceeding twelve in number, with six sections of land adjacent to each, . . . shall be granted to the State for works of public improvement."

These lands were granted by Congress "to be used or disposed of on such terms, conditions and regulations as the Legislature shall direct." No conditions about "public improvement" were made, but even if the lands had been received for the purpose specified in the ordinance, they surely could have been used in no way for the public improvement better than by founding a normal school to give efficiency to the great public-school system.

### AN ACT TO ESTABLISH, LOCATE, AND ENDOW A STATE NORMAL SCHOOL.

SECTION 1. That there be and is hereby established and permanently located at the town of Emporia, in Lyon county, a State Normal School, the exclusive purposes of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common-school education, and in the mechanical arts, and in the arts of husbandry and agricultural chemistry, and in the fundamental laws of the United States, and in what regards the rights and duties of citizens: *Provided*, That a tract of land not less than twenty acres, adjacent to said town of Emporia, be donated and secured to the State, in fee simple, as a site for said Normal School, within twelve months from the taking effect of this act.

SEC. 2. That the Governor of the State is hereby empowered to appoint three commissioners, which commissioners, or a majority of them, shall meet at Emporia aforesaid on or before the first day of September, 1863, and having taken an oath to faithfully discharge their duties, shall proceed to select the aforesaid site, and see that a good and sufficient deed be made to the State for the same, which deed shall be duly recorded in the records of the recorder of deeds for Lyon county aforesaid, and deposited with the Auditor of State; and on the site thus selected by the commissioners aforesaid the State Normal School shall be forever located; and said commissioners shall make a full report of their proceedings to the Governor on or before the first day of January, 1864.

SEC. 3. That all lands granted to the State of Kansas, and selected by said State, adjoining, or as contiguous as may be to each of the salt springs belonging to said State, and granted by the fourth subdivision of the third section of an act of Congress entitled "An act for the admission of Kansas into the Union," approved January 29, 1861, save and except the salt springs; and the section of land upon which each of the said salt springs are located, and one additional section, are hereby set apart and reserved as a perpetual endowment for the support and maintenance of the Normal School established and located by this act.

SEC. 4. That all moneys derived from the sale, rent or lease of the lands aforesaid, shall be invested in stocks of the United States, the State of Kansas, or some other safe and reliable stocks, as the Legislature may determine, yielding not less than six per centum per annum upon the par value of said stocks, and that the money so invested shall constitute a perpetual fund, the principal of which shall remain forever undiminished, and the interest of which shall be inviolably appropriated by the Legislature

of the State of Kansas to the support and maintenance of the Normal School established and located by the provisions of this act, and to the further purpose of constructing and keeping in repair a suitable building or buildings for the said Normal School; but to no other purpose or purposes whatever.

SEC. 5. The Legislature, may, at any time, alter, amend or repeal this act, but such alteration, amendment or repeal shall not cause a removal of said Normal School, nor operate as a diversion or diminution of the endowment fund herein provided for.

Approved March 3, 1863.

The following act concerning the sale of lands was passed at the time the first appropriation was made for a building:

SECTION 1. The board of directors of the State Normal School are hereby authorized to sell, as hereinafter provided, the lands set apart for the support and maintenance of said School, in pursuance of an act entitled "An act to establish, locate and endow a State Normal School," approved March 3, 1863, at a price not less than one dollar and twenty-five cents per acre, the one-third in hand and the remainder in two equal installments from the time of sale; and in the sale of timber lands, the one-half of the purchase-money shall be paid at the time of sales, and the balance in two equal annual installments, with interest from the date of said sale at the rate of ten per cent. per annum, the interest to be paid annually in all cases; and in the event of a failure on the part of the purchaser or purchasers of any of the land aforesaid to pay the interest or installments as they become due and payable, he or they shall forfeit the amount of purchase-money and interest paid on the sale of the said lands aforesaid, and the title to said lands forfeited as aforesaid shall revert to the State, for the use and purposes of said School, as fully and effectually as if the same had never been sold; and on the payment of the purchaser or purchasers of the whole amount of the purchase-money and the interest of any of the lands sold as aforesaid, the Governor of the State of Kansas shall be required to issue a patent, signed by him and attested by the seal of the State, vesting in the purchaser or purchasers the title in fee simple to the lands so sold as aforesaid.

SEC. 2. The said board of directors are hereby authorized and empowered to appoint an agent to sell said lands in pursuance of the provisions of the first section of this act, who shall have power to make and execute contracts for the sale of the lands aforesaid, to receive and receipt for all moneys arising from the sale of such lands, and to do and perform everything necessary to comply with the provisions of this act, but who shall at all times be subject to the control and direction of the board of directors, and shall receive such compensation for his services as shall be allowed by said board.

SEC. 3. The said agent, before entering upon the duties of his office, shall take an oath to faithfully discharge his duties as such agent, and shall execute a bond to the State of Kansas, with two or more sureties, to be approved by said board of directors, in the penal sum of ten thousand dollars, conditioned that he will faithfully discharge his duties as such agent, and pay over, on receipt of the same, all moneys received by him, to the treasurer of said board of directors, which bond shall be filed in the office of Secretary of State.

SEC. 4. So soon as the amount appropriated by the State for the purpose of erecting a building for said Normal School shall be realized from the sale of the lands aforesaid, it shall be the duty of the treasurer of said board to reimburse the State in the amount advanced by the State for the purpose aforesaid, and the balance realized from the sale of said lands shall be applied, under the direction of the board of directors, for the support and maintenance of said School; and all orders upon the treasurer shall be signed by the president and secretary of the board, and, in case there should be any balance remaining in the treasury at the end of each year, after reimbursing the State, as aforesaid, and defraying the current expenses of said School, the same shall be invested by the treasurer, under the direction of the board of directors, in State or United States stocks, or in such other manner as will best subserve the interest of said School.

SEC. 5. Whenever any purchaser or purchasers shall have paid the whole of the purchase-money on any lands sold in pursuance of this act, the secretary and treasurer of said board of directors shall certify the same to the Governor, which shall be sufficient evidence to authorize him to issue a patent to said purchaser or purchasers.

Approved February 26, 1866.

The records of the board of directors do not show anything to have been done about the lands until the meeting of June 20, 1866, when it was voted to make provision for their sale, and the executive committee was authorized to "employ a suitable person to appraise the land preparatory to offering it for sale in the smallest legal subdivisions of forty acres, and make a full and complete statement of the same as to numbers, quality, whether timber or prairie, upland or lowland, if prairie how far from timber and water, how near to stone quarry, what slope, etc." Hon. H. D. Preston was appointed to make the appraisement, and his report was accepted at the meeting a year later.

It was evidently the intention then to sell the lands at once, for the executive committee reported at the meeting in January, 1867, that they would probably all be disposed of during that year—a mistaken guess, as matters turned out.

The "one additional section" which the act of 1863 reserves to the State besides the section on which the salt spring is located seems, on account of the ambiguity of the language, to have been difficult for the commissioners to choose, and the board of directors as early as 1868 recommended that the Legislature settle the matter by granting that section also to the State Normal School. This recommendation was renewed in 1869, and in that year the following law was enacted:

AN ACT SUPPLEMENTAL TO AN ACT ENTITLED "AN ACT TO ESTABLISH, LOCATE AND ENDOW A STATE NORMAL SCHOOL."

[*Took effect March 1, 1869.*]

Whereas, It appears by the act establishing the State Normal School, that all the salt lands belonging to the State were set apart for its "perpetual endowment" save and except the salt springs, and the section of land upon which each of the said salt springs are located, and one additional section; and

Whereas, For the purpose of more clearly designating the lands belonging to said School, and the section of land reserved and belonging to the State:

*Be it enacted by the Legislature of the State of Kansas:*

SECTION 1. That the "one additional section" of the said salt lands referred to in section three of the act to which this is supplemental, be and the same is hereby granted to the State Normal School as a further endowment, upon the same terms, conditions and restrictions applicable to lands heretofore granted to said School, reserving to the State exclusively the sections of land upon which each of the twelve salt springs are designated.

The first meeting of 1870 found the lands still unsold, and the question of their disposal was left to the discretion of the executive committee. For a long period now there is little of interest recorded about the lands, except what pertains to the well-known "Bancroft trouble." This is one of the saddest pages in the whole history of the institution. Mr. Bancroft had been a man of unblemished reputation in the community, and had, as his sketch elsewhere shows, the record of a long and honorable career. The first item found about Mr. Bancroft's connection with the Normal lands is an advertisement in the Emporia *News* of October 2, 1868, saying that he has for sale sixty sections of these lands. This is a little overdrawn, for the Normal had not at that time obtained so many sections, unless we count the "one additional section,"

which was not then granted. As early as 1873, the minutes of the regents show it to have been "ordered that the executive committee be authorized to employ Major E. P. Bancroft as agent for sale of Normal School lands, provided he can be had on satisfactory terms." During the four years which followed, a term including the grasshopper plague, there seemed to be no market for the lands, and the subject of their sale was not discussed. In the meantime the membership of the board had changed greatly, and doubtless the previous action had been forgotten, for when at the regular meeting of the board November 16, 1876, realizing the necessity of making the endowment available, the Regents discussed plans for putting the Normal lands upon the market at the earliest day practicable. The minutes record that "Major E. P. Bancroft was appointed land commissioner for the sale of the lands, the details to be arranged with him by the executive committee." He assured them that he held a commission as agent, dated 1872. The minutes of the Board show no such an appointment. Mr. Bancroft himself was secretary at that time, and the records of the period are not in an entirely satisfactory condition. There was no demand for the lands, and nothing further was done at that time. It had been understood all along that none of the Normal School lands had been sold, but just prior to the special meeting of the board called for March 21, 1877, one of the regents in consulting the books at the State Auditor's office, discovered the sale of a tract of Normal School land by Mr. E. P. Bancroft, the patent for which had been illegally given upon Mr. Bancroft's certificate. At the same time the knowledge of Mr. Bancroft's irregularities came to the board for the first time from parties living on lands near Salina, and holding Bancroft's contracts, who had been alarmed because parties having recent prices direct from the board had come to view the lands for purpose of purchase. Regents Crichton and Wright were appointed to report at the regular meeting in June next. The inquiry of the committee discovered that Mr. Bancroft had sold several tracts of land and appropriated the money to his own use. On settlement being demanded, he made a certified report and turned over to the Board of Regents the sum of \$2,828.68. Further investigation showed, however, that he had made a fraudulent report, and that he was continuing to receive money and to transact business when parties were not advised as to his suspension from office. Suit was promptly instituted.

Hon. Willard Davis, Attorney General of the State, and Hon. Almerin Gillett, of Emporia, assisted Regent Crichton, attorney of the board, in the prosecution which resulted in his conviction in September, 1878, and sentence to five years in the Penitentiary. The annoyances and losses of the Bancroft embezzlement continued to disturb the regents for some years. Even as late as 1886 a communication was received asking their consideration of some matter pertaining to the old trouble. The last action recorded as taken on the subject was July 15, 1881, when it was resolved that all further claims for reimbursement must be made

by October 1, in order to secure any attention. The Legislature had in March, 1881, authorized the board to give credit on contracts for amount paid Bancroft after the revocation of his commission, together with 10 per cent. interest thereon from the time of such payment. At the board meeting of March 17, 1881, about \$600 of such claims were passed upon, and the additional amount was probably not great. The board had, in its report to the Governor for 1878, estimated the loss to the institution at not to exceed \$6,000, and it is not probable that future claims carried the amount much above that estimate.

Mr. Van R. Holmes was, in June, 1877, appointed agent to sell the Normal lands, and he, in connection with Regent Crichton and others, reappraised them. The highest appraisement reported at this time was \$6.25 an acre, and the lowest \$3, that being the minimum fixed by law. Mr. Crichton, on his return from viewing the lands, reported that it would be a long time before they could all be sold at \$3 an acre, and he expressed doubt as to whether it could ever be done. The lands were again appraised in 1881, and were still kept on the market. In 1883 the regents voted to lease the lands yet unsold, by the year, at the rate of \$50 per section, reserving the right to sell at any time. In the summer of 1884 there remained of the lands thus far granted 7,520 acres unsold. This was all closed out at one sale at the price of \$3.50 per acre. It was believed that such a sale in bulk was necessary in order to dispose of the poorer lands at a price above the minimum. There was considerable criticism in some quarters, and the Attorney General of the State was directed to bring suit to cancel the contract, under the plea that the sale was without proper authority. The case was decided in the Lyon county court in 1888, and the sale pronounced valid.

The twelve sections on which salt springs had been said to exist were held by the State long after all idea of their being specially valuable was given up. Efforts were made from time to time to secure this land for the Normal endowment, but none succeeded until the special session of the Legislature in 1886. At that time there was a strong local sentiment in favor of selling the lands in some way so as to make them subject to taxation. Strongly supported bills were introduced to give them to the common-school fund, to use them for a State geological survey, and to appropriate them to several other worthy purposes; but the vigorous efforts of Senator Kellogg and Representative Buck, of the Emporia district, aided by other valued friends of the School, secured them for the endowment, thus making seventy-two sections in all, the same number as was given by the State constitution to the State University. It was fortunate for the Normal that this additional grant was made at this time. The growth of the institution demanded the addition of at least two members to the faculty. The regents had not for years asked any appropriations for salaries or incidentals, but without the additional endowment this must have been done now, if the School was to meet the demands which the growth of the State made upon it. This grant being made, the School could

do its work by the help of appropriations for fuel, repairs, library apparatus, and permanent improvements in general.

AN ACT TO FURTHER ENDOW THE STATE NORMAL SCHOOL, AND TO PROVIDE FOR THE SALE OF CERTAIN STATE LANDS.

Whereas, The regents of the State Normal School represent in their report to the Governor that if the twelve sections of land mentioned in section one of this act were added to the present endowment of the State Normal School, and the State would annually thereafter provide fuel, water, gas, and permanent improvements, that no further appropriation would be necessary for salaries or incidental expenses for said Normal School: therefore,

*Be it enacted by the Legislature of the State of Kansas:*

SECTION 1. That the lands known as the salt-spring lands . . . be and the same are hereby granted to the State Normal School as a further endowment.

Approved February 15, 1886.

The law authorized the Governor to appoint commissioners to appraise the land, and he named Messrs. D. W. Finney of Woodson, A. L. Voorhis of Russell, and J. F. Billings of Clay. The appraisement ranged from 50 cents an acre for the poorest to \$50 an acre for the best that had been improved, and must in its sale pay the settlers for their improvements. All the lands of these twelve sections were sold to the highest bidder, time and place of sale having been advertised in the newspapers of the State. Regents Caldwell, Franklin, and Warner, members of the board living in the northwest part of the State, where these lands were situated, had charge of the latter in behalf of the board, and these gentlemen deserve commendation for getting a good price for the land, and making the sale without giving anybody cause or grounds for criticism.

The rate of interest on deferred payments on land sales was at first fixed at ten per cent., but on recommendation of the board it was, by act of the Legislature in 1882, reduced to seven per cent. on future sales, with the privilege of changing to that rate on sales already made. In the earlier years, all payments of interest and principal for the lands were made to the regents or their agent, but now the settlements are all made with the State Treasurer. The regents, nevertheless, continue to have the general oversight of the endowment, and such questions as what shall be done with those who fall in arrears with their payments on land frequently come before the board, and will be likely to come more or less until all the payments have been turned in to the State treasury. The policy of the board has been to conserve the best interest of purchasers and of the State, and the sale of Normal School lands, after all the years of delay and vexation, will at last leave in the hands of the State School Fund Commissioners for investment a much larger sum than if the lands had been promptly taken when, at a minimum of \$1.25 per acre, they were first offered for sale.

SITES FOR BUILDING.

As may be seen in section 1 of the first act concerning the Normal, the establishment of the School was conditioned on the gift of a tract of twenty acres within twelve months as a site. The Governor ap-

pointed as commissioners to select this land, State Superintendent Goodnow, H. W. Fick, and Leroy Crandall. Mr. Fick himself made the only offer of a free site which was submitted to the board, and in August, 1863, deeded to the State of Kansas a tract of land forty rods wide and eighty long, extending from East street to what is now known as Peyton avenue, the north side being twenty-one rods south of the line of Twelfth avenue. What is now known as East Lake is in the western portion of the site, and the Missouri, Kansas & Texas railroad crosses the west end.

When the question of securing a building by State appropriation was being agitated, the inquiry came up as to whether the site already chosen was the best that could be had. The Emporia *News* of December 2, 1865, says that parties owning forty acres of the school section are willing to donate twenty acres, and suggests that this would be a more desirable location than that at the head of Commercial street. The location of the building in accordance with this suggestion would have placed it somewhere south of Sixth avenue and west of West street. This site doubtless would have included ground over which the Santa Fé railroad has since crossed.

The land at the head of Commercial street was the property of Giles F. Filley, Esq., of St. Louis, well known throughout the country now as the manufacturer of the "Charter Oak" stoves. Mr. I. E. Perley visited Mr. Filley and secured from him the donation of twenty acres, a tract twenty rods wide, and extending north from the head of Commercial street one-half mile. Upon learning that the Legislature had voted to change the site to this place, Mr. Filley made a deed, March 20, 1866, conveying the land to the State of Kansas "as a site for the State Normal School," the deed being made just one month before the board adopted plans for the building. In July, 1889, Mr. Filley, in order to place the site completely at the disposal of the State without question as to its title, gave an additional deed quitclaiming the same site without specifications as to its use.

Some question as to the validity of the State's title to the site was raised in the Legislature on another consideration, when, in 1872, the bill was introduced for the erection of a new building. At that time, a suit was in court testing the title of the "Indian float," which had been bought by the Emporia Town Company, and located on section 11, the "float" being the basis of Mr. Filley's title, and of all the titles in the city of Emporia north of Sixth avenue. The town company was defending the suit and eventually won it, but the friends of the School removed all shadow from its title at once by obtaining a quitclaim from Barzillai Gray, the contestant. The first deed from him, dated March 4, 1872, was conditioned on the State's spending fifty thousand dollars in the erection of a building. This being unsatisfactory, a new quitclaim, entirely without conditions, was made on the 28th of the same month.

Before this time the site had been fenced by the State, and the only

items of interest in the subsequent history are plans for grading, planting trees, and draining, instructions to lease pasture, repair fence, etc. The only fault to be found with the site is the fact that the grounds are not so wide from east to west as could be wished, and it would be a great convenience to the school to add land on one or both sides.

AN ACT TO CHANGE THE LOCATION OF THE STATE NORMAL SCHOOL, AT EMPORIA.

SECTION 1. The location of the State Normal School is hereby changed to the piece of land adjoining the town of Emporia, and described as follows: Commencing at a point six and one-half rods east of the center of section ten, in township number nineteen south, of range number eleven east, in the county of Lyon and State of Kansas; thence north one hundred and sixty rods; thence west twenty rods; thence south one hundred and sixty rods; thence east twenty rods, to the place of beginning, containing twenty acres: *Provided*, That within three months from the approval of this act, a deed in fee simple, conveying the above-described piece of land to the State of Kansas, as a site for the State Normal School, shall be executed and duly recorded in the office of the register of deeds for Lyon county, and filed with the Auditor of State.

SEC. 2. The Auditor of State is hereby required to convey, by good and sufficient deed, in the name of the State, to Henry W. Fick, the piece of land heretofore deeded by him to the State as a site for the State Normal School.

Approved January 15, 1866.

## Buildings.

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1865.

The same Legislature that enacted the law establishing the Normal School passed a special act authorizing District No. 1, Lyon county, to vote bonds for the erection of a school-house. This bonding law is memorable as furnishing the plan which, on the suggestion of State Superintendent Goodnow, was afterward enacted as a general law.

The district voted six thousand dollars of bonds, and during the summer of 1863 the contract was let, John Hammond, the builder, afterward so closely identified with the Normal, having the contract for the carpenter work. This building, when completed, was said to be the finest in the State outside of Leavenworth, and the upper room was frequently used for church services and other public meetings. The lower floor was occupied by the Emporia public schools in January, 1864, and the other floor was, at the annual meeting in June, unanimously offered for the use of the Normal School, Hon. C. V. Eskridge introducing the resolution. The first meeting of the Normal board accepted with thanks the "comfortable, commodious and beautiful school-room finished and furnished," and the Normal occupied the room soon after. The building now appears as shown in the frontispiece, being still in good repair and used for some of the primary grades of the city schools.

At the close of the first term, in June, 1865, the board, having determined to employ an assistant teacher, authorized the executive committee to provide a recitation-room with whatever means might be at their disposal. As the school had no funds for this purpose, the committee was compelled to look to its friends for help. Mr. John Fawcett, a liberal-minded citizen whose children were attending school, was so much interested in the success of the institution that he erected a one-story frame building, fourteen feet by twenty, a short distance south of the main building, and gave the School the free use of it. They had a plank walk to connect them, and this building was used in the fall of 1865 and all of 1866 for all recitation outside of the assembly room, except an occasional recitation by that first graduating class which was sometimes crowded into one of the cloak rooms at the east end of the large building.

1867.

On the day after the Governor signed the bill appropriating money for the erection of a normal-school building, the directors assembled at Topeka, and proceeded to discuss plans for the structure. What was called Lescher's plan was adopted, and Principal Kellogg was sent to Lawrence to secure the full specifications. The superintendent of the

work was E. Borton, and the contractor, John Hammond. The building was well under way by mid-summer, and by September the first story was completed and the city had made plans to extend the walk on the east side of Commercial street to Twelfth avenue. This building was occupied by the School in January, 1867, seats and furniture having been brought from the building which the School had formerly used. In June, the Normal obtained furniture of its own for this house, and returned what it had borrowed from the city. "This building," says the board of visitors for 1866, "is 40x60 feet, two stories high, beside the basement, and crowned by a lofty cupola. The upper story is occupied by the main assembly room, capable of seating comfortably one hundred and twenty pupils. It is furnished substantially and elegantly. On the second floor are four spacious rooms which are intended for Normal recitation-rooms, and for the model school. The dressing-rooms are in the basement." The assembly room was at that time the best audience room in the city, and there were so many requests to use it for meetings of various kinds that the board saw fit to resolve, in 1868, that it should be used only for objects connected with the School.

After the erection of the larger building, in 1873, this building, connected to it by a passage-way, was occupied by the janitor for a time at least. In 1875-6, two or three rooms were used by the model school, and in June, 1877, the president was authorized to "have the use of the stone building for residence," the model school doubtless having been assigned to quarters in the main building.

The frontispiece and the view of Commercial street as shown elsewhere in this volume, give an accurate idea of this building. After the fire of 1878, its walls were taken down to the ground and then rebuilt on the old foundation to the height of one story, making the building which is now used for a boiler house.

The following is the text of the appropriation from which the first \$10,000 was obtained for the building of 1867:

SECTION 1. That the sum of thirteen thousand dollars be and the same is hereby appropriated to the State Normal School out of any money in the treasury not otherwise appropriated, to be expended under the direction of the board of directors thereof as follows, to wit: Ten thousand dollars, or so much thereof as may be necessary, for the completion of a building to be erected on the site belonging to the State, for the use of said School; three thousand dollars, or so much thereof as may be necessary, to be used exclusively for the salaries of teachers.

SEC. 3. That the above sum of thirteen thousand dollars, or so much thereof as may be used for the purpose of erecting said building, shall be taken and deemed a loan by the State of Kansas to the State Normal School, to be reimbursed to the State from funds derived from the sales of the lands granted and set apart for the support of said School.

SEC. 4. That so soon as the requisite amount, or any part thereof, shall be received from the sales of the lands belonging to the State Normal School, the treasurer of the board of directors is hereby authorized and required to reimburse the State in the amount so borrowed.

Approved February 7, 1866.

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The following is the text of the appropriation from which this same building was completed:

SECTION 1. That the sum of fourteen thousand dollars be and the same is hereby appropriated to the State Normal School, to be expended under the direction of the board of directors thereof as follows: Five thousand six hundred and fifty dollars, or so much thereof as may be necessary, for the completion of the building now in occupation by the School; fifteen hundred dollars, or so much thereof as may be necessary, for furniture and apparatus for the School; four thousand dollars, or so much thereof as may be necessary, for teachers' salaries for the ensuing year; for the use and operation of a model school, one thousand dollars; for fencing and ornamenting grounds, one thousand dollars; for well or cistern, and outbuildings, eight hundred and fifty dollars.

SEC. 3. That all of the aforesaid sum of fourteen thousand dollars not used for the payment of teachers shall be taken and deemed a loan by the State of Kansas to the State Normal School, to be reimbursed to the State from funds derived from the sale of lands granted and set apart for the support of said School by act of the Legislature, approved February 26, 1866.

SEC. 4. That none of the funds derived from the sale of said lands shall be used for any other purpose until the loan of the State is paid.

Approved February 19, 1867.

1873.

The need of this building was urgent before the close of Principal Kellogg's administration, when the School had an annual enrollment of more than two hundred, this being almost twice as many as could be seated in the assembly room. There was hope that the Legislature of 1871 would provide for a new building, but it did not. In the board meeting of December, 1871, State Superintendent McCarty introduced, with the preamble that "the great educational demand of our State is an increase of better qualified teachers," and that "the present building accommodations of the State Normal School are totally inadequate," a resolution "that the executive committee, with the full indorsement of this board, be authorized and instructed to ask for an appropriation of fifty thousand dollars to erect suitable buildings." During the legislative session of 1872, Dr. Hoss, Representative Eskridge, Senator Stotler, and others in the interest of the School, secured a visit of inspection by about a hundred members of the Legislature, and the matter was so presented as to secure the passage of the following bill, with comparatively little opposition:

SECTION 1. That the sum of fifty thousand dollars, or as much thereof as may be necessary, be and the same is hereby appropriated, to be used under the direction of the board of directors of the State Normal School, at Emporia, for the purpose of building a new Normal School building, in addition to and connected with the building now occupied by said institution.

SEC. 2. That no part of said appropriation shall be drawn until the board of directors, with the Attorney General, shall have examined into the title of the land upon which it is proposed to erect said building, and shall have filed a statement with the Auditor of State, that in their opinion the State of Kansas is possessed of a good and valid fee-simple title to said land.

SEC. 3. That no part of the money appropriated by this act shall be drawn until the city of Emporia shall have by its mayor and council authorized the issuing of bonds of said city in a total sum of not less than ten thousand dollars, payable at such time as said city council may determine, not exceeding ten years from the date of such bonds. The proceeds of such bonds to be expended under the direction of the board of di-

rectors to aid in furnishing and finishing said building; and said mayor and city council are hereby authorized to issue such bonds and provide for the payment thereof and the interest thereon.

Approved February 12, 1872.

The work of preparing plans and specifications was at once begun. The plans of three different architects were brought prominently before the board. One proposing a building with a simple rectangular ground plan and a plain exterior, appearing something like the building of 1865 but of course larger, was urged with considerable vigor, but is not mentioned in the records of the board. The drawings and specifications submitted by J. G. Haskell, Esq., provided for a very handsome building, and were received with some understanding that gave him a claim for remuneration which was afterward recognized. The question whether the building should be of brick or of stone was discussed for a long time with a great deal of warmth, but was definitely settled by a vote of the board in favor of brick with stone basement and trimmings for the principal windows, the plans of E. T. Carr, of Leavenworth, being adopted. The contract was given to McDonald & Vangundy, and Charles Wheelock was chosen superintendent of construction. The cut of the building in the frontispiece and the floor plans of the building of 1880 show quite well what it was. The arrangement of the basement was slightly different. The laboratories were two rooms, one thirty feet by thirty-one and a half, the other twenty-five and a half feet by twenty-eight, and the remainder of the north side at the east end was occupied by steam-heating apparatus, fuel, etc. The rooms at the southeast and southwest corners were called dining rooms. The gymnasium, of the same size and location as now, was never finished. The first floor had but one large recitation-room on each side of the main corridor, in the central part of the building, where there are now two. The second and third floors had exactly the plan of 1880, the society halls being the same, the southwest room being assigned to the cabinet and the southeast to the library.

The matter of heating the building was a source of much perplexity, and the apparatus for this purpose never proved satisfactory.

The question of insuring the building was agitated from time to time, and the city of Emporia, having invested in the structure one-sixth of its cost, was in a special sense interested in this matter. It is said that the city council once had under consideration the insuring for the amount which the city had donated, but on consulting with underwriters, learned that, as the city had no title to any part of the building, it could not insure any interest in it. This discussion would, perhaps, have been forgotten if it had not been for the calamities that afterward fell upon the building. The destructive tornado of April 13, 1878, besides tearing off nearly half the roof of the stone building, rolled up two-thirds of the tin roof of this building and demolished several chimneys, ventilators, and windows. The rain went through the ceilings from roof to basement, loosening the plastering and damaging the furniture. The board borrowed, on their joint note, over \$500 to make the

repairs immediately needed, and asked the Legislature for a thousand dollars additional to complete the work.

On the morning of October 26, 1878, the entire building was destroyed by fire. As well as could be ascertained, the origin was in the spontaneous combustion of the coal which had been but recently stored in the basement for the winter's use. Indications of heating had been perceived about the middle of the month, but the fine coal, collected about the window where the entire supply had been thrown in, was removed, and the condition reported as safe. Further indications of heating were noticed three or four days before the fire, but the heated coal was again thrown to the surface, and it was thought that the continued odor of gas came from this coal. A former janitor had, when there was evidence of heating, been directed to wheel all the affected coal out of the building, but this precaution was not now considered necessary. The president visited the coal cellar at seven o'clock on the evening of the 25th, and then again at nine, and the fireman made an inspection at a later hour, but all seemed safe. It is possible that the change in the direction of the wind about midnight, forcing in a strong draft from the northeast, while there was mist and sleet and a sudden fall in temperature, may have hastened the combustion. At three the next morning, parties in the city discovered the flames bursting from the basement and gave the alarm, but it was too late to stay the progress of the fire. The direction and force of the wind were such that much of the town was threatened, and, if the neighborhood of the Normal had been as closely built up as now, the fire must surely have spread disastrously, there being no system of water works at that time to meet such an emergency. Nothing was saved of the Normal property—library, museum, apparatus, all perished—President Pomeroy, who lived in one of the buildings, losing his own library and household effects.

1880.

During the week following the fire, in 1878, the citizens of Emporia, at a public meeting, declared in favor of early steps for the erection of a new building. The board, at a special meeting, prepared a supplementary report to the Governor, which urged that "The State, refusing to insure the buildings as requested repeatedly by the board of regents, has assumed the place and duties of an insurer," and asked an appropriation of fifty thousand dollars to rebuild and refurnish. State Superintendent Lemmon, in his report, suggests that "The plan proposed by certain parties of establishing several elementary normal schools is not likely to be adopted," and that the Legislature cannot "honorably and safely, for the welfare of the State, do less than to erect on the site of the former building a structure that shall in every respect equal the one that was destroyed by fire." The management of the bill in the Legislature was in the hands of Senator A. Gillett and Representative J. S. Watson, of Emporia, and although they gave the

matter their most earnest efforts, secured, as may be seen in the law below, only half the amount from the State that had been requested:

SECTION 1. That the sum of twenty-five thousand dollars, or so much thereof as may be necessary, is hereby appropriated out of any money in the treasury not otherwise appropriated for the fiscal year ending June thirtieth, eighteen hundred and eighty, to be used under the direction of the board of regents of the State Normal School, at Emporia, for the purpose of rebuilding the buildings of the State Normal School, at Emporia, recently destroyed by fire: *Provided*, That said sum of twenty-five thousand dollars shall be and the same is hereby appropriated for the purposes aforesaid, conditioned upon the payment into the State treasury by the city of Emporia and Lyon county, or either of said city or county, of the further sum of twenty thousand eight hundred dollars, which amount, together with the twenty-five thousand dollars hereby appropriated, forms the aggregate sum necessary to rebuild said State Normal School buildings at Emporia in accordance with the plans and estimates presented by E. T. Carr, architect, and thoroughly furnish and equip, ready for school use, said State Normal School buildings, at Emporia: *And provided further*, That no part of said twenty-five thousand dollars hereby appropriated shall be drawn from the State treasury until the sum of twenty thousand eight hundred dollars due from the said city of Emporia and Lyon county, or either of said city or county, has first been paid into the State treasury and fully surrendered to the State of Kansas for disbursement under the provisions of this act.

SEC. 2. The mayor and council of said city of Emporia and the board of county commissioners of the said county of Lyon, or either of them, are hereby authorized respectively to issue and sell at not less than par the bonds of said city and county respectively for their respective proportions of said twenty thousand and eight hundred dollars as may be agreed upon between them. Said bonds, when issued by the city of Emporia, shall be signed by the mayor and clerk, and attested with the seal of said city; and when issued by the board of county commissioners of said Lyon county, to be signed by the chairman of said board and clerk of said county, and attested with seal of said county, and running for a period of not more than fifteen years, and drawing a rate of interest not exceeding seven per cent. per annum, payable at such place as may be designated in said bonds; and said bonds shall have interest coupons attached for the interest of each year to be signed as such bonds; which said bonds so issued shall be registered, and may be purchased by the commissioners of the permanent school fund.

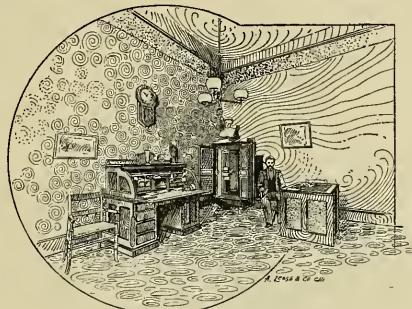
SEC. 3. The mayor and council of the city of Emporia and the board of county commissioners of said Lyon county are hereby authorized and required respectively to levy annually a tax sufficient to pay the interest coupons of such bonds issued by them respectively, and to provide for a sinking fund for the payment of said bonds issued by them respectively, when such bonds respectively mature.

Approved March 7, 1879.

The amendments to the bill, which made the rebuilding of the School conditioned on a large donation from Emporia and Lyon county, recalled to the memory of the citizens the fact that the city had already issued ten thousand dollars of bonds in aid of the building of 1873, as well as six thousand to erect the Normal School boarding-houses, and had also appropriated a thousand dollars to fit up quarters for the School after the fire, and there was a feeling in many quarters that the conditions of the appropriation were too burdensome. The county commissioners and city council had, however, by the law, authority to issue the bonds without submitting the matter to a popular vote, and they were unanimous in deciding to issue the required bonds. They were not allowed to do so without an attempt being made to enjoin them. The meeting to sign the bonds was called without any public announcement, and a member of each board went as a committee to carry the bonds to To-

peka to offer them to the School Fund Commissioners. There is a story of a very exciting flight about the midnight hour to avoid the officer who was attempting to serve the injunction, and of their finding the Secretary of State warned by telegraph not to buy the bonds, as their validity would be contested. His receipt was taken for the bonds, and the opposition decided to drop the matter. The commissioners for the investment of the school funds bought the city bonds with the Normal School endowment, and the county bonds with the State school fund, and the city and county still continue to pay interest on these funds at the rate of seven per cent. The county bonds mature March 20, 1894, and the city bonds April 1 of the same year.

The city council and the county commissioners were recognized as entitled, because of their aid, to a respectful hearing in regard to the construction of the building, and, on the recommendation of these two bodies, John Hammond was made superintendent of building. E. T. Carr, of Leavenworth, was architect, the Legislature having appropriated for a building to follow the plans he had furnished for the former building. The contract was let to Smith & Ashton, on the 28th of May, and the work of building was begun soon after, the removing of the



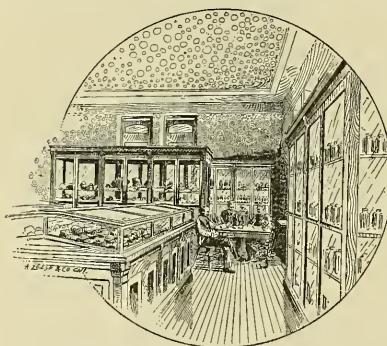
THE OFFICE IN 1884.

debris of the old building and the taking down of the smoke stack, etc., being already well under way with a force of men working by the day, John Hammond superintending. Such of the debris as could be worked into the new building was fitted for use and saved. The remainder was hauled away, a large part being used in the grading of Commercial street three or four blocks below the Normal.

The erection of the building occupied about a year, and it was so far completed by May 11, 1880, that the School took possession, singing with a will the song "Hold the fort," whose inspiring strains had cheered the students and friends of the School, when, on the day after the fire, they sang that same song with tears in their eyes, and resolved to continue the School. The bell was put in place June 14, and the board held its meeting in the president's office on the following day. Over two thousand dollars' worth of furniture had been put in place, and besides this a piano had been bought, and the president's office and the assembly-room rostrum carpeted.

There was no more room in this building than there had been in its predecessor, except that the boilers were placed in a separate house, and the janitor's residence did not occupy quite all the space that they had left. The School had less room now, in fact, than it had before the

fire, for it had been able to use the old stone building while it stood. The crowding of the building became more and more marked until, in 1886-7, there was, in this same structure, an enrollment of seven hundred and forty-six students, fully three times the number ever reached in the two buildings that were in use before the fire. There had been requests from time to time, in the annual report of the board of regents, for more room, but the request was not granted by the Legislature until the session of 1887. At that time the Lyon county delegation, consisting of Senator Kellogg, Representatives Hunter and Johnson, aided by many good friends from all parts of the State, secured an appropriation of twenty-five thousand dollars, without any conditions except those necessary to secure its proper expenditure. The School had a rousing jollification meeting March 3, the day the bill passed, and the Board met on the 22d to plan the addition to the building. There was some thought of adding to the back part of the building of 1880, but all soon agreed that the wing should go at the west end. Cooper & Hadley,



A QUIET WORK-CORNER IN THE MUSEUM, 1889.

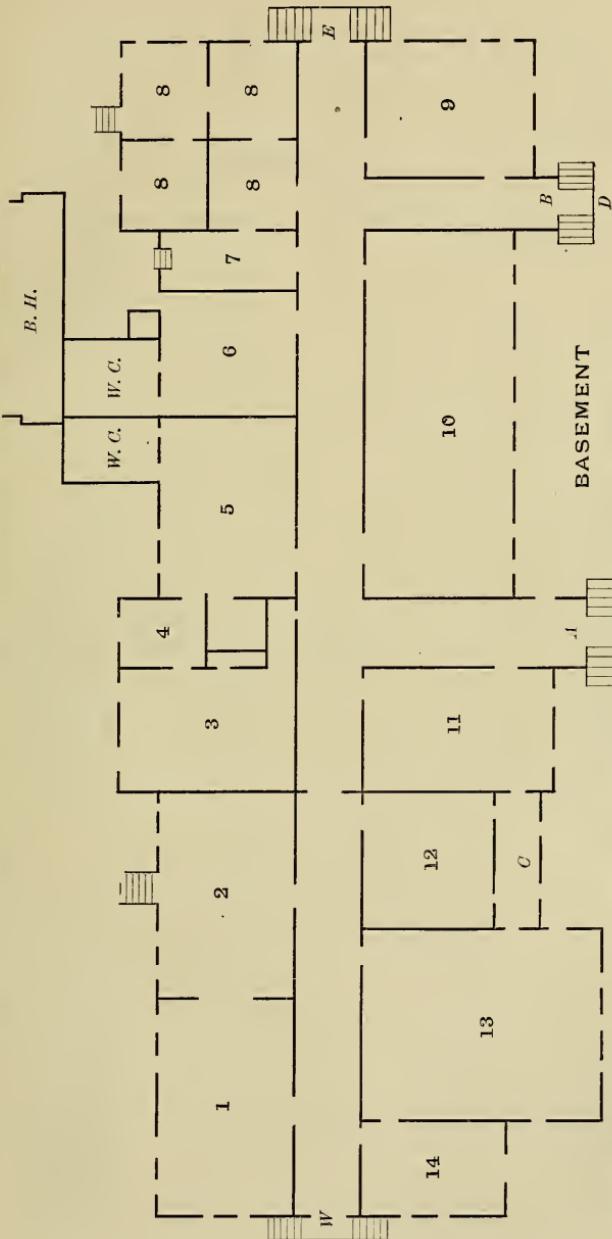
of Topeka, were the architects and superintendents of construction, and planned a structure somewhat more ornate than the main building and with a slightly different style of architecture. At a meeting held May 25th to let contracts, the building was awarded to John Hammond and the heating and plumbing to Sheehan & Jacobs. The building was completed for occupancy early in 1888, and is a marvel of excellence for the money expended. The contractor acknowledged that he had lost money in its construction, and presented to the next Legislature a claim for relief, five hundred dollars of which was granted. In the floor plans of the entire building as given on the following pages, the new part can be distinguished as the portion at the west end containing on each floor three rooms on the south side and two on the north. In the frontispiece, a comparison of the building of 1888 with that of 1880 shows what is the new wing.

The one boiler added to the heating apparatus from the appropriation did not prove sufficient for the enlarged building, and in the summer of 1888 the regents expended over three thousand dollars from the incidental fund, putting in an additional boiler, and making other improvements. The heating of the building now seems to be entirely satisfactory.

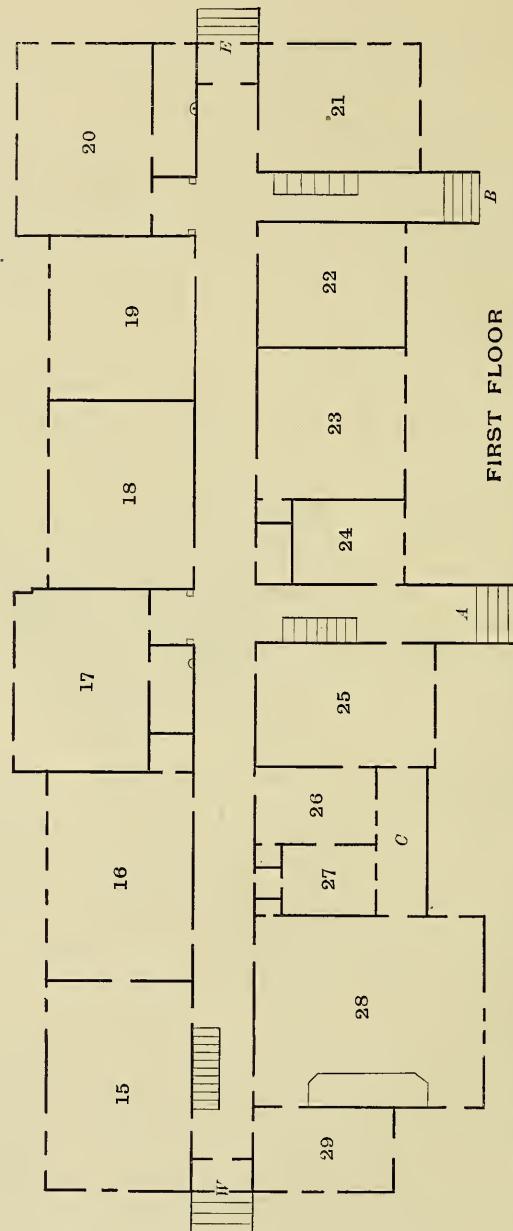
Before closing the account of the present building, it should be remarked that the regents, after the custom followed by previous boards since the fire, used the incidental fund to insure the entire structure

## FLOOR PLANS, BUILDING OF 1888.

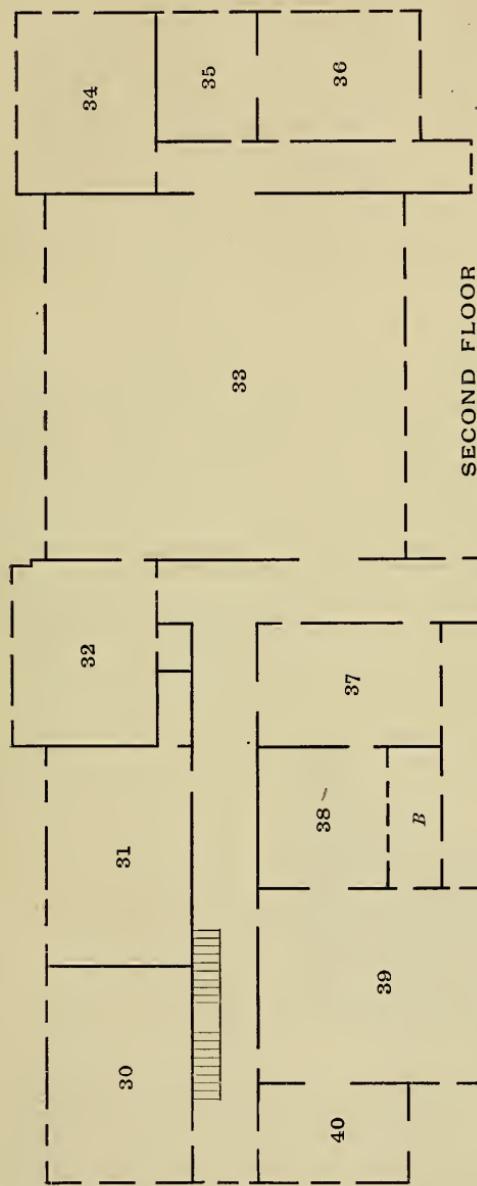
Rooms Nos. 1, 2, 12, 13, 14, 15, 16, 26, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 48, 49, and 50 are in the new wing.



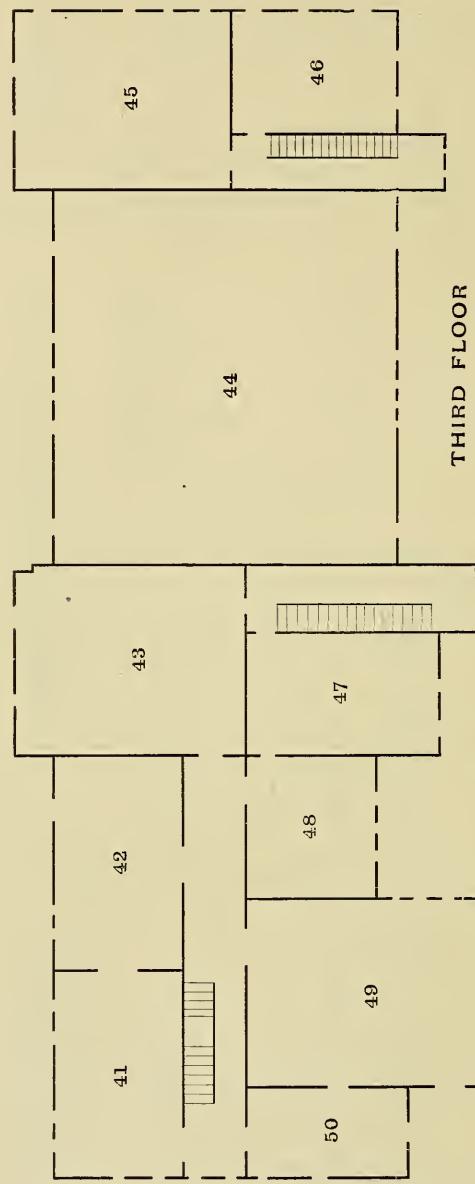
- 1. Chemical Laboratory.
- 2. Physical Laboratory.
- 3. Recitation Room, Model School.
- 4 and 5. Gent's Cloak Rooms.
- 6 and 9. Ladies' Cloak Rooms.
- 7. Lumber Room.
- 8. Janitor's Rooms.
- 10. Gymnasium.
- 11. Recitation Room, Model School.
- 12. Store Room.
- 13 and 14. Natural History Laboratories.
- A and B. South Entrances.
- C. Balcony.
- D. Boiler House.
- E. East and West Entrances.
- W.C. Water Closets.



- 15. Natural History Museum.
- 16. Recitation Room, Natural History.
- 17, 18 and 19. Recitation Rooms, Model School.
- 20. Kindergarten.
- 21 and 22. Recitation Rooms, Model School.
- 23. Office of Director in Training.
- 24. Reception Room.
- 25. Office.
- 26. President's Private Room.
- 27. Regents' Room.
- 28. Lecture Room, Physics and Chemistry.
- 29. Apparatus Room.
- A and B. South Entrances.
- C. Balcony.
- E and W. East and West Entrances.



30. Recitation Room, Reading and Rhetoric.  
 31. Recitation Room, Mathematics.  
 32. Recitation Room, Latin.  
 33. Assembly Room.  
 34. Recitation Room, Language.  
 35. Art Room.  
 36. Recitation Room, Drawing, etc.  
 37. Recitation Room, President, and Director in Training.  
 38. Library.  
 39. Reading Room.  
 40. Library.  
 B, Balcony.



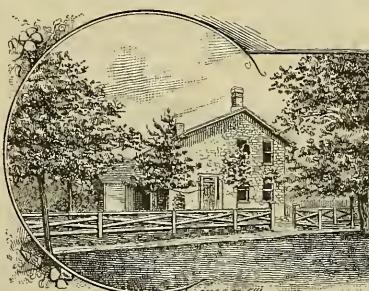
- 41 and 42. Music Rooms.  
43. Literati Hall.  
44. Attic.  
45. Lyceum Hall.  
46. Examination Room.  
47 and 48. Exhibit, School Work and Apparatus.  
49. Belles-Lettres Hall.  
50. Music Room.

for one year from the completion of the new wing. They submitted to the Legislature of 1889 a statement of the cost of further insurance, but the session failed to provide for it, and the School starts on its second quarter-century with its building entirely uninsured. The precautions against a repetition of the former disaster are most complete. Coal and other combustibles are not stored where they can do harm. No fire comes inside the building, except in the use of the gas jets, and in the janitor's stoves in the basement. The city water is carried throughout; and two coils of hose on each floor, constantly attached, bring all parts of the building within prompt reach of water.

The reader is referred to the catalogue, bound in this volume, for further items concerning the building and its facilities.

#### BOARDING-HOUSES.

*Association Property.*—The earliest record we have in the matter of the State Normal School Boarding-House Association is the call of a meeting, June 24, 1865, to see about organizing a stock company. The work of canvassing for subscriptions was placed in the hands of Rev. G. C. Morse, and the friends of the School throughout the city, and, indeed, in other parts of the State, were led to subscribe quite liberally. By February 1, 1866, eight thousand dollars had been subscribed, and the association voted to begin collecting assessments, and to proceed to build. The work of the association was not without its discouragements, if we may judge from the newspaper items of the time. It is remarked during the spring after the assessment had been made that "the boarding-house project seems to be quiet." It is said of a meeting of stockholders called April 28, 1866, that "the crowd consisted of four men and a boy, and the meeting adjourned without transacting any business." At a meeting July 26, 1867, it was decided to proceed by law to collect assessments, but no such stern measures were ever resorted to. Before this time the work of building must have been in progress, for we learn from the Emporia *News* of August 18, 1866, that "the first story of the Normal boarding-house is almost completed." The building was pushed forward until it was roofed and inclosed, when it remained for some time in the hands of John Hammond, the contractor, waiting for the raising of funds. This building, located on the southwest corner of Sixth avenue and Merchants street, was on June 9, 1868, traded to Jonathan Hunt, and he fitted it up for a hotel. It was afterward known as the Robinson House, and "the largest hotel in the city." It burned in January, 1873.

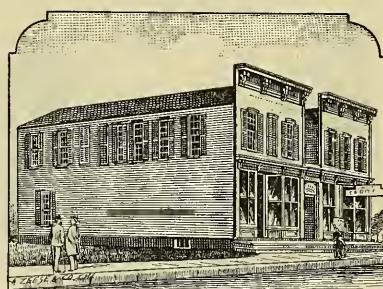


FIRST BOARDING-HALL, 1868.

The building which the association obtained by this trade was located in the eastern part of the city, and is now No. 613 Exchange street, whose cut is shown here. This was opened as a home for the students with the beginning of the School in September, 1868. The stock of the association was gradually bought up by John Wood, and the house was sold to private parties. The building is now used for a dwelling-house.

*City Property.*--The boarding-house which the association provided was by no means adequate to the wants of the School. Principal Kellogg's report, at the close of 1869, recommended that the State commence the erection of a row of small cottages; but the Legislature acted on other suggestions, and authorized the city of Emporia to vote bonds for the erection of boarding-houses, to be located on such site as the Normal board might select, without expense to the State. At the first election held to vote on this subject, the bonds were defeated, but they carried at a second, and were issued September 12, 1870. The city sold them at ninety cents on the dollar, although they bore ten per cent. interest, and had ten years to run. The management of the construction was intrusted to E. Borton, C. V. Eskridge and Dr. Hibben as a committee of the council. They erected on the city's land, in what was known as Washington Park, two frame buildings, twenty-two by sixty, two stories in height, and furnished with cellars and cisterns. The building to be occupied by the ladies stood on the southwest corner of Commercial street and Ninth avenue, and that to be used by the gentlemen on the opposite side of the street, a little more than seventy-five feet south of the corner. The buildings were favorably located, being about midway between the Normal and the business part of the city, and, under the supervision of members of the faculty, were a great

help to the School. The rooms were rented to the students at from twenty-five to fifty cents a week for each occupant, and the money was turned in to the incidental fund. The board asked, in 1872, a perpetual lease, but it accepted from the city a lease of eight years, on condition that the School keep the buildings in good repair. Before these eight years were out, the city concluded that the Normal did not need all this



OLD BOARDING-HALLS OF 1870.

room for boarding purposes, and asked permission to occupy a part of one of the buildings to relieve the over-crowded condition of the public schools. The Normal authorities refused to give possession, and the city, in 1878, commenced suit against the teachers in charge, gaining its case before the justice of the peace, losing it on the appeal to

the district court, and gaining possession of the houses, finally on the appeal to the Supreme Court of the State. Soon after the settlement of this case came the fire, which left the Normal without a place for holding its sessions, when the city council tendered the use of these buildings, and spent nearly eight hundred dollars in fitting them up for the use of the School. After the Normal moved into its new quarters in 1880, these buildings were not again under its management. In 1883, the city sold its twelve lots in Washington Park and these houses with them for three thousand dollars. The purchaser moved the two buildings together about the middle of the block, on the west side of Commercial street, to rent them for business purposes, and it is as here located they are shown in the cut. In this new location they were used in 1884-5 for the sessions of the College of Emporia, its building being then in course of erection.

Since 1880, the students have found ample accommodations in the homes of Emporia, a large number of residences having been erected within a few blocks of the Normal in the past few years. No attempt has been made by the regents or faculty to establish boarding-houses. From time to time several small clubs have been organized for the purpose of reducing the price of board. In 1885 the *Ryboldt Club* was organized by a few students under the leadership of J. A. McClain, W. M. Davidson, and others. It provides meals only, the members finding rooms within a convenient distance. This club, under Mrs. Ryboldt's kindly ministrations, has been deservedly popular from the beginning. Its quota is seldom unfilled. Founded somewhat on the same plan are the *Hoxie*, of nearly the same age as the *Ryboldt*, the *Armor* and the *McBride* clubs, all of which accommodate a large number of students, at very low rates. In 1884 and '85 the Brown buildings, 1128 Merchants street, were erected, and have either as club-houses, wholly or partly controlled by students or under private supervision, made acceptable homes for scores of students.

## Board of Regents.

### LAWS ORGANIZING.

The laws given below contain the legislation especially pertaining to the boards controlling the School. That of 1864 provides directors for the Normal School, without reference to any other institution. The act of 1873 fixed a uniform manner of constituting boards of regents for all the three great educational institutions of the State, and it is still the law under which the State University and the Agricultural College are conducted. By virtue of this law, there was a sudden termination of the term of service of the directors of the Normal School who had been appointed under the old law, and, as may be seen by reference to the table of regents, Mr. Tucker was the only member of the former board who was reappointed. The law of 1876 made no marked change in the methods of the Normal board, except that it compelled them to choose one of their own number as treasurer. The law of 1877 provides that the board of regents shall consist of six members, whom the Governor appoints. The special act organizing the School had united with these six three of the State officers. The general law had replaced the State officers with the President of the School. This abolishes all *ex officio* memberships. The law of 1870, in regard to the printing of the reports, and the remark which follows it, will be understood without further comment.

Of the history of the boards of control, as boards, very little can be said under this head that has not already been given in connection with other subjects. Six months elapsed after the passage of the law organizing the School before the Governor named the directors. He had communicated with the people of Lyon county in an informal manner, and given assurance that he would appoint two or three of the board from that county, and had been informed as to available and desirable men. For some time during the summer, the Governor had been out of the State, and there was such a lull in Normal School matters that many had the impression that the whole project had been abandoned.

The board of directors, including in its membership three of the State officers, used as its seal the great seal of the State of Kansas. After 1873 the board ordered a seal of its own. During most of the early years of the institution, the work of the secretary of the board was done without any charge, although his duties must have been much heavier than those of the other members of the board. The earliest mention of pay for the duties of that office is in the year 1879, when the office of treasurer was held by the same person. The board then authorized the executive committee to employ a clerk for the secretary and treasurer, certainly a very proper measure with the large amount

of extra work resulting from the arrangements for building, but there is no record that such a clerk was ever employed. It should also be noted to the credit of the board at this time, that the attendance at the meetings was much more regular and general then than it had been before; indeed, it may be said that the calamities which befell the School just before this time seem to have drawn its guardians more closely and faithfully to the care of its interests.

The most careful organization of the board on record is that effected in 1885, when a full set of rules for the government of its sessions was prepared and adopted. Previous boards had voted to conform in a general way to parliamentary law, but it appears that no special rules had been deemed necessary. In the early history of the board, the executive committee was a very prominent feature. This committee was not provided for in any law directing the appointment or organization of the board, though it was several times recognized by name in acts of the Legislature pertaining to the School. In all the work of supervising the erection of buildings, the executive committee was the working portion of the board. After the completion of the new wing, in 1887, the board decided to discontinue this committee, and as now organized the regents recognize no such an assignment of powers and duties.

#### AN ACT TO ORGANIZE THE STATE NORMAL SCHOOL.

SECTION 1. That the State Normal School, established and located at Emporia, in Lyon county, Kansas, upon the site selected by the commissioners in pursuance of an act of the Legislature of the State of Kansas, entitled "An act to establish, locate and endow a State Normal School," approved March 3, 1863, shall be under the direction of a board of directors, and shall be governed and supported as hereafter provided.

SEC. 2. The board of directors shall consist of nine members, six of whom shall be appointed by the Governor; and the Governor, Secretary of State, State Treasurer and State Superintendent of Public Instruction shall, by virtue of their office, be members of said board.

SEC. 3. The State Treasurer shall, by virtue of his office, be treasurer of said board, and the members thereof shall annually select one of their number president, and one of their number secretary.

SEC. 4. No member of said board of directors shall, during his continuance in office as a member of said board, act as the agent of any publisher or publishers of school books or school library books, or become interested in the publication or sale of any such books, as agent or otherwise; and the Governor of this State is hereby authorized and required, upon satisfactory evidence being produced to him that any member of said board is employed as such agent, or is interested in the manner aforesaid, by and with the advice of the State Superintendent and State Treasurer to remove such member of said board from office, and appoint another member in his place, to fill such vacancy.

SEC. 5. Said board of directors shall have power to appoint a principal and assistant, to take charge of said School, without expense to the State, and such other teachers and officers as may be required in said School, and fix the salary of each, and prescribe their several duties. They shall also have power to remove either principal, assistant, or teacher, and to appoint others in their stead. They shall prescribe the various books to be used in such school, and shall make all the by-laws necessary for the good government of the same.

SEC. 6. Said board shall also establish an experimental school in connection with said Normal School, in which the pupils shall have opportunity to practice the modes of instruction and discipline inculcated in the State Normal School; and said board

shall make all regulations necessary to govern and support the same, and may, in their discretion, admit pupils free of charge for tuition, and without expense to the State.

SEC. 7. As soon as said Normal School is prepared to receive pupils, the secretary of the board of directors shall notify the Superintendent of Public Instruction, who shall immediately give notice of the fact to each county clerk in the State.

SEC. 8. The board of directors shall ordain such rules and regulations for the admission of pupils to said Normal School as they shall deem necessary and proper. Every applicant for admission shall undergo an examination in such manner as may be prescribed by the board, and if it shall appear that the applicant is not a person of good moral character, such applicant shall be rejected. The board of directors may, in their discretion, require any applicant for admission to said School other than such as shall be by law entitled to admission free, and who shall, prior to such admission, sign and file with said board a declaration of intention to follow the business of teaching common schools in this State, to pay or secure to be paid such fees for tuition as the said board shall deem reasonable.

SEC. 9. That each representative district in this State shall be entitled to send one pupil each term of twenty-two weeks of said School, said pupil to be recommended by the representative of the district to the board of directors; the person thus recommended shall be admitted free of tuition: *Provided*, The applicant shall be of good moral character, and shall sustain a satisfactory examination, and sign a declaration of intention to follow the business of teaching common schools in this State: *And provided further*, That pupils may be admitted without signing such declaration of intention, on such terms as the board of directors may prescribe; and said board of directors are hereby authorized to make such order as they may deem proper for the separate education of white and colored pupils in said institution, securing to them equal educational advantages.

SEC. 10. After said Normal School shall have commenced its first term, and at least once each year thereafter, it shall be visited by three suitable persons, not members of said board, to be appointed by the Superintendent of Public Instruction, who shall examine thoroughly into the affairs of the School, and report to the Superintendent their views with regard to its condition, success and usefulness, and any other matters they may judge expedient. Such visitors shall be appointed annually.

SEC. 11. It shall be the duty of the Superintendent of Public Instruction, once at least in one year, to visit said Normal School, and he shall annually make to the Legislature a full and detailed report of the doings of the board of directors, and of their expenditures and the moneys received for tuition, and the prospects, progress and usefulness of said School, including so much of the reports of said visitors as he may deem advisable.

SEC. 12. Lectures on chemistry and comparative anatomy, physiology, astronomy, and on any other science, or any branch of literature that the board of directors may direct, may be delivered to those attending the said Normal School, in such manner and on such terms and conditions as the said board may prescribe.

SEC. 13. As soon as any person has attended said institution twenty-two weeks, said person may be examined in the studies required by the board in such manner as may be prescribed, and if it shall appear that said person possesses the learning and other qualifications necessary to teach a good common school, said person shall receive a certificate to that effect from the principal, to be approved by the Superintendent of Public Instruction; and as soon as any person shall have completed the full course of instruction in the State Normal School, he or she shall receive a diploma, which, when signed by the president of the institution, State Superintendent of Public Instruction, and the board of directors of said School, shall be evidence that the person to whom such diploma is granted is a graduate of the State Normal School, and entitled to all the honors and privileges belonging to such graduates; and such diploma shall serve as a legal certificate of qualification to teach in the common schools of the State.

SEC. 14. The board of directors are hereby authorized to make such by-laws and regulations as they may deem proper for the well-ordering and government of said School and board of directors in the transaction of their business: *Provided*, The same be not repugnant to the constitution or the laws of this State or of the United States: *And provided further*, That the same may be at any time altered or abrogated by the

Legislature. Said board of directors shall have power to transact all necessary business at any meeting, a quorum being present, and meetings may be called in such manner as their by-laws shall prescribe, and a quorum shall consist of a majority of the board. The first meeting may be held at such time and place as may be directed by the State Superintendent of Public Instruction, and no publication of notice thereof shall be necessary, and the attendance of a quorum shall render valid the proceedings of such meeting, and all process against such board shall be served on the president or secretary.

SEC. 15. The members of the board of directors, appointed in pursuance of section second of this act, shall hold their office for three years and until their successors are appointed, and any vacancy which may occur in said board by death, removal, resignation or otherwise, shall be filled by appointment by the Governor.

SEC. 16. That the board of directors provided for in this act be and they are hereby authorized and empowered, in the name of the State, to receive by gift, grant or donation, any property that may be given, granted or donated to said institution, for the purposes of said institution; but said board of directors shall have no power to make any contract or incur any indebtedness in the organization or control of said institution, either in the name of the State, or for which the State may be made liable.

Approved February 16, 1864.

*Passages concerning Regents, from general law for Regents and Trustees of State institutions.*

SECTION 1. The State institutions of learning shall each and all be governed by a board of regents, composed of seven persons, of whom one shall be *ex officio*, and the remaining six shall be appointed by the Governor, with the advice and consent of the Senate. The one holding office *ex officio* shall be the chancellor or president.

SEC. 2. The Governor shall appoint for each of said institutions of learning, in the year 1873, six regents, of whom two shall hold their position for a term of one year, ending April 1, 1874; of whom two shall hold their position for two years, ending April 1, 1875; and the remaining two for three years, ending April 1, 1876; and their successors shall each and all hold office for the term of three years, expiring on the first days of April in the years thereafter.

SEC. 5. In case of any vacancy occurring in any of the boards of regents or trustees herein provided for, the appointments made to fill such vacancy shall be only for the unexpired term.

[Sections 6 and 7 are omitted, being repealed by the law quoted next after this.]

SEC. 8. Regular or special meetings of any board of regents or trustees may be called by the secretary on the order of the president, or written petition of two members of the board. Four members of any board of regents or trustees shall constitute a quorum for the transaction of business.

SEC. 9. The compensation of regents and trustees shall be three dollars per diem, and mileage at the rate of ten cents per mile for actual distance traveled by the most practicable and direct route.

SEC. 11. Whenever any vacancy or vacancies shall occur in any board of regents, trustees or commissioners hereinbefore provided for, at a time when the Legislature is not in session, the Governor shall appoint some person or persons to fill such vacancy, but such appointment shall not continue longer than the third week after the next session of the Legislature convenes.

SEC. 12. There shall be a commission of three citizens of the State of Kansas appointed by the Governor and confirmed by the Senate, who shall hold their office for the term of three years, and who shall be in no wise connected with either of the institutions herein named, who shall be a visiting committee, to make at least two visits in each year to the following State institutions: The State Penitentiary, the Insane, Deaf and Dumb and Blind Asylums, the State University, the State Agricultural College, the State Normal Schools at Emporia and Leavenworth. They shall each have power to administer oaths and send for persons and papers to examine into the financial condition and general conduct of said institutions, and they shall make a report to the Governor in writing at the end of each fiscal year of the financial condition and the general conduct of each of said institutions, their necessities and requirements,

and such other recommendations as they may deem best for the proper conduct of said institutions, and for the public good. They shall receive for their services the sum of three dollars per day, and ten cents for each mile traveled by the most direct and practicable route.

SEC. 13. All boards of regents and trustees as are herein designated shall be empowered as boards of control, with full and complete powers to adopt and enforce all necessary rules and regulations required under the law for the government of said institutions. They shall make all appointments of officers, principals, teachers and employés which may be required for the practical and economical management thereof.

Approved March 6, 1873.

The following clauses amend sections 6 and 7 of passages concerning regents in the preceding law, omitting from 6 the original restriction, which prevented the same person from participating in control of more than one institution, inserting in 7 "from their own number."

[*Took effect March 10, 1870.*]

SEC. 3. . . . In the appointment of regents and trustees under this act, except for the Leavenworth Normal School, there shall not be at any time more than two members appointed from any one county of the State. . . .

SEC. 4. . . . The said boards of regents shall, within thirty days after official notice of their appointment, assemble at the different institutions designated under their appointments, and immediately proceed to organize their respective boards for their first fiscal year by the election of a president, vice-president, treasurer, and secretary from their own number, and the adoption of such rules and regulations as may be essential to an intelligent and successful administration of the affairs intrusted to their care and responsibility. . . .

SEC. 5. . . . Regular or special meetings of any board of regents or trustees may be called by the secretary thereof, on the order of the president or with the petition of two members of the board. Four members of any board of regents, or three members of the board of trustees, shall constitute a quorum for the transaction of business.

SECTION 1. That the State Normal School, at Emporia, shall be governed by a board of regents, hereby created, consisting of six persons, who shall be appointed by the Governor and confirmed by the Senate. Three of the regents first appointed shall hold office for two years, and three for four years, and until their successors are appointed and qualified. All subsequent appointments shall be for four years.

SEC. 2. That all suits affecting said Normal School, its property or endowment, shall be in the name of the State.

SEC. 3. That the instruction in the Normal School shall be confined to the various branches of an English education, and the method and art of teaching.

SEC. 4. It shall be the duty of the board of regents to sell, or cause to be sold, under the provisions of chapter 189 of the Session Laws of 1872, the lands belonging to said institution, at not less than three dollars per acre; and no appropriation shall be made for this School in the future.

Approved March 7, 1877.

#### PUBLICATION OF REPORTS.

[*Took effect March, 1870.*]

*Be it enacted by the Legislature of the State of Kansas:*

SECTION 1. That the Governor of State shall, upon the receipt of the annual reports of the State officers, and officers of the State Penitentiary, State Agricultural College, State University, State Normal School, State Asylum for the Insane, State Asylum for the Blind, and State Asylum for the Deaf Mutes, furnish a copy of the same to the State Printer.

SEC. 2. The State Printer, immediately upon the receipt of the several reports named in the previous section, shall publish in pamphlet form two hundred copies of each of said reports for the use of the State officers and members of the Legislature, and three hundred copies of said reports of the officers of the educational and charitable institutions respectively, for the use of the officers of said institutions.

An act approved February 15, 1877, provides that 1,500 copies of the consolidated reports shall be distributed among the members of the Legislature.

## REGISTER OF REGENTS.

Until 1873 the Governor, the State Treasurer, and the State Superintendent of Public Instruction, were *ex officio* regents of the School. The following is the list of appointments by the Governor:

Name.	When first appointed.	Last term expired.	Name.	When first appointed.	Last term expired.
G. C. Morse.....	Aug. 19, 1864..	1871	H. C. Cross.....	Mar. 15, 1873..	1877
C. V. Eskridge.....	Aug. 19, 1864..	1871	A. Sellers.....	Mar. 18, 1875..	1879
T. S. Huffaker.....	Aug. 19, 1864..	1871	E. N. Knapp.....	Nov. 11, 1876..	<sup>5</sup> 1877
David Brockway.....	Aug. 19, 1865..	<sup>1</sup> 1865	C. D. Lawrence <sup>a</sup> .....	Mar. 6, 1877..	1879
J. W. Roberts.....	Aug. 19, 1864..	1866	J. J. Wright.....	Jan. 19, 1877..	1881
J. M. Rankin <sup>2</sup> .....	Feb. 18, 1865..	1867	W. Goss.....	Mar. 10, 1879..	1883
James Rogers.....	Sept. 7, 1867..	<sup>1</sup> 1869	D. E. Clapp.....	Mar. 10, 1879..	<sup>1</sup> 1882
L. D. Bailey.....	Sept. 7, 1867..	1871	Mrs. D. E. Clapp.....	July 31, 1882..	1883
S. S. Prouty.....	Sept. 7, 1867..	1870	J. W. Loy.....	Apr. 6, 1881..	1883
Jacob Stotler <sup>3</sup> .....	Jan. 20, 1869..	<sup>1</sup> 1870	Geo. D. Örner.....	Apr. 8, 1881..	1885
C. R. Rice.....	Jan. 16, 1871..	1871	Isaac Sharp.....	Feb. 1, 1883..	1885
R. M. Overstreet <sup>4</sup> .....	Jan. 18, 1871..	1871	Henry D. Dickson <sup>a</sup> ...	Feb. 1, 1883..	.....
Edwin Tucker.....	May 16, 1871..	1883	James Haller.....	Feb. 1, 1883..	1885
Harvey Bancroft.....	May 16, 1871..	1873	Samuel Thanhauer.....	Feb. 1, 1883..	<sup>5</sup> 1885
E. S. Stover.....	May 16, 1871..	1873	John H. Franklin <sup>a</sup> ...	Mar. 6, 1885..	.....
E. P. Bancroft.....	May 16, 1871..	1873	Wm. M. Rice.....	Mar. 6, 1885..	1889
J. W. Horner.....	May 16, 1871..	1874	Milton Stewart.....	Mar. 6, 1885..	1889
S. B. Riggs.....	May 16, 1871..	1873	Edgar W. Warner.....	Mar. 7, 1885..	1889
C. B. Butler.....	Sept. 25, 1873..	1877	Wm. H. Caldwell <sup>10-s</sup> ...	Aug. 24, 1885..	.....
M. M. Murdock.....	Mar. 15, 1873..	1880	Rodolph Hatfield.....	Feb. 26, 1889..	.....
J. H. Crichton.....	Feb. 3, 1874..	1880	Judson S. West.....	Feb. 26, 1889..	.....
G. W. Wood.....	Mar. 15, 1873..	1875	Chas. W. Hull.....	Feb. 26, 1889..	.....

<sup>1</sup> Resigned. <sup>2</sup> Vice Brockway, resigned. <sup>3</sup> Vice Rogers, resigned. <sup>4</sup> Vice Stotler, resigned. <sup>5</sup> Resigned, April 1. <sup>6</sup> Vice Knapp, resigned. <sup>7</sup> Died in June. <sup>8</sup> Re-appointed Feb. 26, 1887, for four years. <sup>9</sup> Resigned, Sept. 1. <sup>10</sup> Vice Thanhauer, resigned.

The term of the regents was three years, until 1873. Since then it has been four years—the term of half of the members of the board expiring every two years, on March 31st. Regular appropriations are made by the Legislature for their per diem and mileage. These appropriations are not included in the financial statement on page 143.

*Governors, ex officio Regents:*

Thomas Carney, 1864-65.

S. J. Crawford, 1865-69.

James M. Harvey, 1869-73.

*State Treasurers ex officio Regents:*

Wm. Spriggs, 1864-67.

Major Martin Anderson, 1867-69.

Geo. Graham, 1869-71.

Josiah E. Hayes, 1871-73.

*State Superintendents ex officio Regents:*

I. T. Goodnow, 1864-67.

Peter McVicar, 1867-71.

H. D. McCarty, 1871-73.

*Presidents of Board:*

Thomas Carney, 1864-65.

S. J. Crawford, 1865-69.

J. M. Harvey, 1869-73.

C. B. Butler, 1873-75.  
 E. Tucker, 1875-83.  
 J. H. Crichton, 1883-84.  
 Isaac Sharp, 1884-85.  
 Wm. M. Rice, 1885-89.  
 J. H. Franklin,\* 1889-89.  
 Rodolph Hatfield, 1889-.

*Secretaries of Board:*  
 G. C. Morse, 1865-70.  
 Jacob Stotler, 1870-71.  
 C. R. Rice, 1871-71.  
 E. P. Bancroft, 1871-73.  
 Geo. W. Hoss, 1873-74.  
 C. R. Pomeroy, 1874-77.  
 J. J. Wright, 1877-81.  
 J. H. Crichton, 1881-83.  
 H. D. Dickson, 1883-.

*Treasurers of Board:*

The State Treasurers were by law *ex officio* treasurers of the board until 1873, though Harvey Bancroft was elected treasurer in 1871. Since 1873 the following-named have served in that capacity:

H. C. Cross, 1873 to Oct. 15.  
 John H. Henson, (*vice* Cross, resigned,) 1873-1878.  
 Howard Dunlap, 1878-79.  
 J. J. Wright, 1879-82.  
 J. W. Loy, 1882-83.  
 James Haller, 1883-85.  
 M. Stewart,† 1885-89.  
 W. H. Caldwell, 1889-.

\* Mr. Franklin resigned his regency in July, 1889.

† Mr. Caldwell served as treasurer a few months while Mr. Stewart was in Europe.

*Executive Committees:*

1865—C. V. Eskridge, G. C. Morse, and J. A. Rogers.  
 1866—C. V. Eskridge, G. C. Morse, and J. A. Rogers.  
 1867—C. V. Eskridge, G. C. Morse, and J. A. Rogers.  
 1868—C. V. Eskridge, G. C. Morse, and J. A. Rogers.  
 1869—C. V. Eskridge, J. Stotler, and G. C. Morse.  
 1870—C. V. Eskridge, J. Stotler, and G. C. Morse.  
 1871—C. V. Eskridge, R. M. Overstreet, and C. R. Rice.  
 1871—S. B. Riggs, H. Bancroft, and E. P. Bancroft.  
 1872—S. B. Riggs, H. Bancroft, and E. P. Bancroft.  
 1873—C. B. Butler, Pres.; H. C. Cross, Treas.; and G. W. Hoss, Sec.  
 1874—C. B. Butler, Pres.; H. C. Cross, Treas.; and C. R. Pomeroy, Sec.  
 1877—E. Tucker, J. J. Wright, and M. M. Murdock.  
 1880—E. Tucker, J. J. Wright, and D. E. Clapp.  
 1881—E. Tucker, J. W. Loy, and D. E. Clapp.  
 1882—E. Tucker, J. W. Loy, and J. H. Crichton.  
 1882—E. Tucker, D. E. Clapp, and J. H. Crichton.  
 1883—J. H. Crichton, Isaac Sharp, and H. D. Dickson.  
 1885—Wm. M. Rice, J. H. Franklin, and H. D. Dickson.  
 Abolished in 1887.

**SKETCHES.**

MARTIN ANDERSON entered the army as captain, 1862, in regiment with Senator Plumb, and succeeded him as major, and then as lieutenant colonel on the latter's promotion. He was prominently identified with the State Agricultural Society. Superintended the construction of the State house in 1883. He now resides in Topeka.

L. D. BAILEY came from New Hampshire; moved to Emporia in 1857. In 1861-8 he was Associate Justice in Kansas. He was identified with the early history of the Kansas State Agricultural Society; was president, 1862-5. During the struggle for the location of State institutions, he lived in Lawrence, but was very useful to Emporia interests. He is a valuable friend of the Normal, and did much for it in its early days; now lives at Garden City.

EDWARD P. BANCROFT came from Michigan; was a dentist by profession. He was identified with Kansas politics as early as 1858; senator in the Territorial Legislature in 1859; was an aid on Governor Robinson's staff with the rank of colonel; quartermaster in army; promoted to major. He was a real-estate agent in Emporia, beginning of 1857; for awhile keeper of the Emporia House; then located where First National Bank now stands. When the Normal was located, he was one of the most active in aiding its early friends. He was chairman of the Emporia school board about the time the Normal moved into its own building. His unfortunate downfall need not be discussed here. He now lives somewhere in Old Mexico.

HARVEY BANCROFT came from Ohio; was a merchant in Emporia. A very worthy man, and especially interested in all charitable and educational enterprises. He returned to Columbus, Ohio, where he is now engaged in the insurance business.

D. BROCKWAY, lawyer, prosecuting attorney and county commissioner at Topeka; aid-de-camp on Gov. Carney's staff. One of the originators of the Kansas Academy of Science in 1868. Afterward went to California, then returned to Massachusetts. Was at Albany, N. Y., at last accounts. His membership in the board of directors of the Normal did not continue long enough for him to make much of a record in that position.

CHAS. B. BUTLER resided at Leroy. Was a member of the Legislature several times; said to have been one of the brightest men in the political life of the State. Died on the journey between here and California.

W. H. CALDWELL, editor Beloit *Courier*. Prominent Grand Army of the Republic man; president Northwestern Editorial Association 1880 and 1884. Ever since he became a member of the board of regents he has been faithful in attendance at its meetings, and prominent in all of its councils.

THOMAS CARNEY, the second Governor of the State of Kansas, was *ex officio* member of the first board of regents, and was its first president. He was born in Ohio, August 20, 1827; spent a year in Illinois, and in 1858 removed to Leavenworth, Kansas, and opened the first exclusively wholesale house in the city. He not only prospered in business, but became deeply interested in public affairs, and was elected to the Legislature in 1861, and to the governorship in 1862. It was during his administration that the three State institutions of learning were established, and many important enterprises inaugurated which have since

done so much for the development of the various interests of the commonwealth. After leaving public life, he engaged in business again in Leavenworth, and died July 28th, 1888.

DEXTER E. CLAPP was born in Genesee county, N. Y. Was educated at Genesee college, N. Y., graduating in the class of 1854, receiving the degree of A. M. in course; also, the same degree from the University of New York, at Syracuse. On leaving college he entered the ministry of the M. E. Church, and occupied it until 1862. He then entered the army as Captain of Company C, 148th Vol.; was Colonel of 38th U. S. C. T.; was in a number of battles; was breveted Brigadier General for bravery at New Market Heights, September 29, 1864. He was interested in the education of the freedmen, and had charge of Central District, North Carolina, under General Howard, of the Freedmen's Bureau. After this he was appointed United States Consul at Buenos Ayres. He then moved to Kansas; was Representative for two terms; was appointed Regent of the Normal in 1878. During this time he lived on a farm; was very much interested in the success of the Normal. His last business was to rally all his strength to attend the meeting of regents, and although near his end, insisted on signing the diplomas, and only lived three days after being brought home in a dying condition.

Mrs. Clapp was appointed to fill the remainder of her husband's term. She was educated at the academy in the same town with him; was in the army as volunteer nurse, and as teacher of freedmen; has since been teacher in the State Orphan Asylum, Leavenworth, and matron of Haskell Institute, at Lawrence; now lives at Yates Center with a grandchild.

SAMUEL J. CRAWFORD was born in Indiana; was a member of the first Kansas State Legislature; participated under Gen. Lyon, in the battle of Wilson's Creek. He was elected Governor of Kansas in November, 1864, and resigned his commission in December, and was inaugurated in January, 1865. At the close of the campaign Gov. Crawford resumed the practice of his profession, locating in Emporia, Lyon county. He was afterward State Claim Agent, with headquarters at Washington, D. C., where he attended to the interests of Kansas in the matter of the claims of the State for expenses incurred in repelling invasion and Indian hostilities on its border. He is still employed as State Claim Agent, and the duties of his position detain him at Washington City most of the time.

J. H. CRICHTON, attorney, was born in Scotland; graduated from Asbury University, Indiana, in 1866. Was a member of the State Senate in 1873, '75, and '76; the House in 1883. On the board of regents he was largely employed in land matters. Attorney of board in prosecuting Bancroft. Served on board of regents eleven years, and is yet a warm and useful friend of the Normal. Has lived at Chetopa, Kansas, since 1868.

H. C. CROSS is a native of Springfield, Ohio; was educated chiefly at





C. V. ESKRIDGE.

Yellow Springs, under the presidency of the distinguished Horace Mann. Came to Emporia in the spring of 1865; was the first mayor of the city of Emporia, and was chairman of the board of county commissioners at an early day. When regent of the Normal, was very prominently identified with its management, being the only resident member of the board besides the president. He is now president of the First National Bank at Emporia, and one of the receivers of the Missouri, Kansas & Texas railroad. He still remains a cordial friend of the Normal.

HENRY D. DICKSON is a lawyer from Illinois; was a soldier; a member of Kansas House of Representatives in 1872; now postmaster at Neosho Falls. Is known among his neighbors as a man of generous heart and fine public spirit; is an active member of the home school board and much interested in the public schools. He has been secretary of the board of regents longer than any other secretary ever served, and the records are a model of neatness and accuracy.

C. V. ESKRIDGE was born in Virginia, grew up in Illinois, and learned the printer's trade. Came to Kansas in the spring of 1855, locating in Lawrence. Was a participant in the military operations in which Lawrence played so heroic a part. In the winter of 1856-7, he located at Emporia. In the winter of 1859, he was appointed probate judge and elected a member of the first State Legislature; re-elected in 1862, and in 1863 was appointed on the Governor's staff, with the rank of colonel. In 1864 he was elected State senator, and lieutenant governor in 1868. As a presiding officer, he made a most brilliant record, as is evidenced repeatedly by resolutions entered in the Senate Journal. In 1871, and also in 1874, he was elected to the popular branch of the Legislature. He is the author of the law by which school districts may issue bonds to assist in the construction of school-houses. He was foremost in legislative measures which particularly concerned the Normal, from that authorizing District No. 1 of Lyon county to issue bonds for the first building, through the erection of the handsome building of 1873. No legislature in which he was a member ever failed to enact, in a large measure at least, what was asked for the Normal School. He now devotes his time and attention closely to the publication of his paper, the *Emporia Republican*. Probably no other man now living knows so well what sacrifices the Normal cost its early friends, nor so much of the first twenty-five years of the Normal-School history in Kansas.

J. H. FRANKLIN, a lawyer from Illinois; editor of the *Russell Record*; vice-president of the board of regents during the time when the appropriation was secured for the new wing, toward the securing of which he labored earnestly. He was elected president of the board in April, 1889, but being appointed to one of the auditorships in the treasury department, at Washington, resigned his regency in July.

ISAAC T. GOODNOW was born in Vermont, 1814. He was a teacher in New England till 1855. In that year selected site of Manhattan for the colony which followed. In 1861 president Bluemont College, Manhat-

tan, the institution founded and endowed largely through his efforts; prominent in securing Agricultural College at Manhattan, as the successor of his college. He was a member of the celebrated Lawrence Free-State convention, August 14-15, 1855, and in March, 1858, of the Leavenworth constitutional convention. As superintendent he traveled the first year in his own conveyance 4,000 miles, lecturing in twenty-nine counties, visiting schools of every grade, consulting school officers, acquainting the people with their school system, and stirring them up to immediate action. In 1864 he was reelected by a heavy majority. In 1863 at Emporia, while State Superintendent, he conducted the first teachers' institute held in Kansas. To him is credited the first suggestion of the State Normal School for Kansas. He is said to have been the director of the Normal whose influence was greatest in encouraging Rev. G. C. Morse to go abroad in search of a principal. He was financial agent of the Agricultural College from 1867 to 1873. He lives on his farm at Manhattan, and still maintains a lively interest in the affairs of society and of the State, and was one of the most honored visitors at the Normal School Quarter-Centennial.

WILLIAM GOSS came as a member of the board from Linn county. Was sheriff of that county at one time. He still resides at LaCygne, Kansas, and is a prosperous hardware merchant.

GEO. GRAHAM does not seem to have attended board meetings during his term as State Treasurer. A full sketch of his life was published in the transactions of the State Historical Society, 1881. He had held many responsible positions, and seems to have been a very worthy man.

DR. JAMES HALLER was born in Franklin, Ohio, 1824. Went to California in 1852, and practiced his profession there two years; was surgeon in the army; was mayor of the city of Burlingame, and was treasurer of the board of regents of the Normal School.

JAMES M. HARVEY was born in Virginia. Was a soldier, mustered out in 1864. In 1865 and 1866 was a member of the Kansas House of Representatives. In 1867-68, State senator; in 1874, United States senator until 1877. On retiring from public life, Gov. Harvey returned to his farm at Vinton, Riley county. He removed to Loudon Bridge, Princess Anne county, Va., in the latter part of 1884. He now lives at Lynnhaven, where he is reported to be engaged in oyster farming. He should be remembered as having taken an active part in the deliberations of the board of directors, and as having attended the meetings more faithfully than any of the other State officers, except the Superintendent of Public Instruction.

RODOLPH HATFIELD, graduate of Lincoln University, Illinois, has been a member of the Kansas Legislature, and was in that time one of the foremost champions of bills that gave the Normal the salt-spring sections and the appropriation for the new wing. He is a resident of Wichita, and one of its foremost lawyers and business men. He is one of the trustees of Lewis Academy, and is specially interested in the advancement of several educational institutions. He is a lecturer in the

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law department of Garfield University, and has just been elected president of the Normal board of regents.

JOSIAH E. HAYES, member of the House of Representatives, 1861; soldier, wounded and taken prisoner, 1864. Attended the board meetings and took greater interest than any other State Treasurer ever did. Died at Eureka Springs, Arkansas, 1881.

JOHN W. HORNER was born in Harrisburg, Pa., in 1834; graduate of Michigan University, and colonel in the army. He came to Kansas in 1865; was county superintendent of Douglas county in 1866-7, and Labette in 1869; superintendent Chetopa schools in 1870. While at Chetopa, edited the *Advance*. Had previously been president of Baker University, and also a professor in the State University. He was favorably mentioned in the board meeting of 1873 for the presidency of the Normal School. We are told that his death occurred at Topeka, but are unable to obtain the date.

T. S. HUFFAKER was born in 1825; came to Kansas in 1849 to teach Indians under contract of Government; was superintendent of Indian schools at Council Grove for four or five years. He was appointed by the Governor of the Territory Probate Judge in 1855 for the counties of Wise (now Morris), Breckenridge (now Lyon), and Madison (now extinct), with the county seat at Columbia (now Soden's Mill). He was a member of the Legislature three different terms from Morris county; county commissioner one term; first postmaster at Council Grove; appointed regent of Normal School in 1864, and held that position during the first eight years of its existence. He is now living on a farm near Council Grove, and holding the office of probate judge, to which he was elected in 1886.

CHARLES W. HULL, appointed in '89, came from Illinois. He resides at Kirwin, and is engaged in the banking business; is also largely interested in stock-farming.

CHARLES D. LAWRENCE, retired merchant; born in New York in 1823; graduate of the State Normal School, at Albany; was professor of mathematics at Bethel College, N. Y. He subsequently went to Nashville, Tenn., and conducted a boarding-school until the breaking out of the war. At this time he became professor of mathematics in the State Normal School, at Albany. At the close of the Rebellion Mr. Lawrence returned to Nashville, Tenn., and until September, 1866, was principal of the high school there. He was then elected superintendent of public instruction. He is now living at Hiawatha, Kas.; is a member of the city school board, and also of the board of trustees of Morrill Academy.

JOHN W. LOY, farmer, was born in Perry county, Pa. In 1842 removed to Illinois; in 1852 went to California by the overland route. In three years he returned, and engaged in general merchandising in Indiana. He removed to Minnesota in 1856, from thence to Kansas in 1860. During the war he served as first lieutenant; was a member of the State Legislatures of 1863, 1875, 1876, and 1878. It was Mr. Loy's good fortune to be in the Legislature when he could do good service

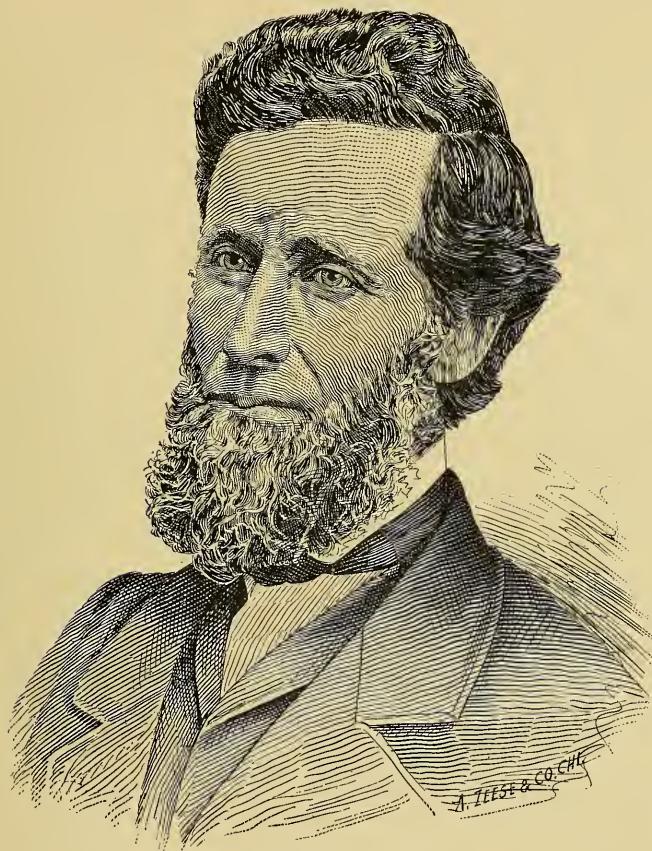
for the Normal, and his friendship for the institution has always been firm. He resides on his farm near Americus.

HUGH DE FRANCÉ McCARTY was born in Pennsylvania. He taught in the seminary at Morristown, Ohio, in the high school at Flushing, and the Normal Academy at West Bedford. In the army he was wounded a number of times, and very severely at the battle of Wilson's Creek. In March, 1863, he called the teachers of Leavenworth city and county together, and disputes with Supt. Goodnow the honor of holding the first teachers' institute in Kansas. He called a convention to organize a State teachers' association. In 1868 he was elected superintendent of the schools of Leavenworth county, which position he held for two years, during which time he prepared and introduced a graded course of study and classification for the schools. In 1870, he was recommended by an unanimous vote of the Kansas State Teachers' Association, to the political conventions, as their only choice for a State Superintendent of Public Instruction. At the Republican State convention Mr. McCarty was nominated by acclamation, and was elected by the largest majority of any candidate on the ticket. In 1872, he was again indorsed by the State Teachers' Association, nominated by the Republican State convention, and elected by the people by a larger vote than any other candidate. During most of his term as State Superintendent, he was *ex officio* a member of the board of directors of the Normal School. The records show him to have entered into the duties of this position with all the energy and enthusiasm of his vigorous nature. In June, 1875, he was elected to the presidency of the Normal School at Concordia. In 1879, Dr. McCarty accepted the chair of mathematics and natural sciences, in Highland University. His death occurred in the fall of 1887.

REV. PETER McVICAR was born near Eastport, Maine, in the province of New Brunswick. He graduated from Beloit College, at Beloit, Wis., in 1856, and was employed as instructor in the same college. In 1860, he graduated from Andover Theological Seminary, and soon after moved to Kansas. The next year he was installed as pastor of the First Congregational church at Topeka, occupying that position for six years. He was elected State Superintendent of Public Instruction of Kansas, in 1866, having been indorsed by the State Teachers' Association before receiving the party nomination. During his two terms as State Superintendent and as regent of the Normal, the schools and all other educational interests of the State prospered. He has for many years been the efficient president of Washburn College, Topeka.

REV. G. C. MORSE.—Among the earliest and most devoted friends of the Normal School was Rev. Grosvenor C. Morse. He was a native of New Hampshire and a graduate of Dartmouth College and Andover Theological Seminary. On graduating at Andover in 1857, he came at once as a home missionary to Kansas, and began work in Emporia, founding the Congregational church of that city. From the first he took a great interest in schools. As county superintendent he did

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REV. G. C. MORSE.

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everything in his power to encourage teachers, stimulate scholars, and interest the people. All over the county there are people who recall his visits and lectures in the interest of schools. When the Normal School was founded, in 1864, he was appointed one of the directors. He was chosen a member of the executive committee and secretary of the board, which offices he held to the day of his death. He gave himself with all the ardor of his nature to the development of the School. He was a prominent mover in every step looking to its opening and prosperity. In the autumn of 1864, immediately after the Price raid, he took a journey East to secure teachers. Leavenworth was the nearest railroad point, and he took a three-days pony-ride to reach that place. The second day he reached Lawrence about nine o'clock in the evening. It had been a cold, drizzly day. He was clad in a coat of ice from head to foot, but ice did not cool his enthusiasm nor slacken his journey. At Chicago he consulted several prominent men, among them "Long" John Wentworth. This gentleman had recently attended some exercises at the Illinois State Normal School near Bloomington. He spoke of a "bright young man at that school whom he could fully recommend —a Mr. L. B. Kellogg." Mr. Morse went to Bloomington, saw Mr. Kellogg, was satisfied, and was able to satisfy him. Mr. Morse continued to work for the advancement of the School. He interested himself in the legislation needed, which was no unimportant matter at that time. He traveled about the State securing scholars. He took pains to encourage bright pupils everywhere to go forward in their studies and to urge teachers in the common schools to prepare themselves better for their work. When students came, he interested himself in them. He arranged for cheap boarding for students, and in many other ways helped the work along. The speedy advancement of the Normal School to so high a place was due, to a large extent, to his untiring, unselfish, and unpaid efforts.

MARSHALL M. MURDOCK is an old Kansan, having come in the fifties. At Burlingame, September 26, 1863, he started the *Osage Chronicle*, the first paper ever printed in the county. He was in Lawrence at the time of the Quantrell raid. In 1864, was colonel in command of a battalion organized to meet the Price raid. At Wichita, in 1872, he established the *Wichita Eagle*; was member of the State Senate from 1869 to 1873; was member of the State relief committee during the grasshopper time, in 1874-5; is now known as one of the "big four" in the history of Wichita.

GEORGE D. ORNER, lawyer, and native of Indiana; was in the Legislature in 1880 and 1882; was appointed special land agent at Los Angeles, California, in 1883; was district judge by appointment at Medicine Lodge in 1885. Now resides at Garden City, and is interested in the settlement of Oklahoma. Mr. Orner is an enthusiastic friend of the Normal School.

REV. R. M. OVERSTREET, graduate of Princeton College, N. J. After the organization of the College of Emporia, was its financial agent, and

was very successful in raising funds for its endowment. Now lives in "No Man's Land."

C. R. POMEROY was *ex officio* regent till the law was changed in 1877. His sketch is found among the biographies of the teachers.

S. S. PROUTY was born in New York. Early in 1856 he came west and engaged in Aurora, Illinois, in the publication of the *Guardian* for a short time; came to the State in the latter part of the year 1856. When winter came he went to Lawrence and held cases on the *Herald of Freedom*, of which office Preston B. Plumb was foreman. In June, 1857, Mr. Prouty began the publication of the *Freeman's Champion*, with the characteristic motto, "Liberty or Death." He used, in publishing this paper, the first press on Kansas soil. Among his other newspaper enterprises in Kansas were the *Register* and the *Patriot* at Burlington, and the *Union* at Junction City; at Topeka the *Leader*, the *Kansas Magazine*, and the *Commonwealth*. His last venture was the *Cowboy* at Dodge City. In October, 1857, Mr. Prouty was elected county clerk of Douglas county. In 1868, he was chosen one of the delegates to the national Republican convention held at Chicago. On the 19th of January, 1869, he was elected the first State Printer of Kansas; was re-elected in 1871. He was regent of the Normal from 1866 to 1870, and was interested in its work before he became regent, having been one of the board of visitors in '66. He died at Topeka, January 31, 1889.

REV. JNO. M. RANKIN has had a somewhat checkered career. His acquaintances remember him as at different times a lawyer, also a minister of the Methodist, the Christian, and the Episcopal churches. He was president of the college at Ottumwa; was county superintendent of Coffey county in 1865-6, and served one term as State senator. He is now said to be principal of the Episcopal Academy at Reno, Nevada.

REV. C. R. RICE is an elder in the Methodist Episcopal Church; now resides at Independence, Kansas. He was regent for a short time, but has an abiding interest in all efforts at higher education.

W. M. RICE is a native of the South, and is the managing editor of the *Fort Scott Monitor*. He is one of the most prominent and influential young men of the State. He was most active in securing the appropriation which gave the Normal its additional building in 1887; is at present a member of the Kansas House of Representatives, and has high standing in appointments on committees. Mr. Rice was president of the board during the four years of his connection with it, and will ever be remembered for his enthusiastic advocacy of its interests.

S. B. RIGGS was born and educated at Portsmouth, Ohio; was in the first graduating class of the Portsmouth high school, under the management of A. J. Rickhoff, since well known in educational circles throughout the country. Mr. Riggs should be remembered in connection with the Normal School in the construction of the building in 1873. He has continued to reside in Emporia ever since coming to Kansas. Is real-estate agent and abstractor.

JOHN W. ROBERTS, born in Ohio, in 1824. In 1860 he established the

*Independent*, at Oskaloosa, Kansas. At last accounts he was still living at Oskaloosa.

JAMES ROGERS was a lawyer in Burlingame. He was a man of good attainments, being a graduate of Dartmouth College. He was in the Kansas House of Representatives in 1863-4, and Senate in 1867. Died at Burlingame, in 1880.

A. SELLERS was born in England, April 12, 1836. Published at different times the *Courier*, at Oswego, Illinois; the first paper in Pottawatomie county, Kansas; the *Gazette*, at Louisville, and the first paper in Wabaunsee county, at Alma. He was elected to the lower house of the Kansas Legislature in 1872, and reëlected in 1873; was appointed regent of the Normal School by Governor Osborn in the spring of 1875, and reappointed by Governor Anthony in 1877. He is now engaged in the hardware business at McPherson, Kansas.

ISAAC SHARP, attorney at law, born in Pennsylvania, in 1832; graduated at Millersville State Normal; moved to Kansas in 1857; was a member of the State Legislature in 1868. In 1870, he was the Democratic candidate for Governor of Kansas, and was defeated, though running over 2,000 votes ahead of his ticket. He has been closely identified with local interests in Morris county, serving twelve years on the school board at Council Grove, and taking an active part in building up the public schools; has also been a member of the city council at Council Grove several terms, and was twice mayor of the city, and twice a member of the board of county commissioners, being chairman of that body both terms. As a member of the board of regents, he was prompt in attendance and popular with the friends of the School. He was president of the board one year. Since the beginning of Cleveland's administration, he has spent most of his time in Washington, D. C.

WILLIAM SPRIGGS lived at Garnett, Anderson county; was a member of the Territorial Legislature in 1858-9; of the Wyandotte Constitutional Convention in 1859; treasurer State Agricultural Society in 1863-5; district judge in 1867.

MILTON STEWART has traveled extensively abroad, and written an interesting and valuable book, "From Nile to Nile." Served one term as Commander of Department of Kansas, of Grand Army of the Republic. Is interested in many business enterprises, and is proprietor of the Hotel Metropole, Wichita.

JACOB STOTLER was born in Maryland, in 1833. In 1857, he came to Emporia, Kansas. Having come to Kansas for the purpose of working on the *Kansas News*, which was about to be established at Emporia by P. B. Plumb, he assisted in hauling the press and materials from Leavenworth and Quindaro, where they had been landed, to Lawrence, preparatory to bringing them to Emporia, where the new journal was to be published. Mr. Stotler set up most of the first number of the *News* himself. It made its appearance June 6, 1857, the work being done in an upper chamber of the Emporia House, the town company's hotel. Mr. Stotler served in the State Senate during 1871-2, and was a

zealous worker for the appropriation for the new building of '73; was member and clerk of the school board when the building was erected to start the Normal School. He is now editor of the *Sumner County Press*, Wellington, and member of the State board of charities.

E. S. STOVER, agent of Kaw Indians, lived at Council Grove; was a member of the House of Representatives in 1867, the Senate in 1871-2; was Lieutenant Governor during 1873-4. He was president of the State relief committee appointed in 1874 to distribute supplies among the grasshopper sufferers; now resides at Albuquerque, N. M., and is reported to be quite wealthy.

SAMUEL THANHAUSER was, when appointed on the board of regents, a merchant at Beloit. He afterward located in Newton, and was, during Cleveland's administration, receiver of the land office at Garden City. He is now a banker at Kansas City, Mo.

EDWIN TUCKER, banker, was born in 1836, in Vermont, and while yet a boy his parents moved to Beloit, Wis., about 1846, and there Mr. Tucker received his education. In the spring of 1857 he came to Kansas, and located in Greenwood county. He was county superintendent two terms, and for twelve years one of the regents of the State Normal School. In 1867-68 he was elected to the Legislature, and in 1869-70 he represented Greenwood county in the Senate. From 1864-66 he was president of the Eureka board of education. He is now the State senator from the district in which the Normal school is located, and did good service for the institution in the session of 1889. He was a member of the board of regents longer than anyone else who has ever served, and looks upon the continued growth of the Normal with great satisfaction.

EDGAR W. WARNEE is proprietor of one of the principal hotels at Kirwin, and a member of the school board. He stands high in the councils of the G. A. R., and is remembered as a worthy member of the board of regents.

J. S. WEST, one of the new members, is a lawyer, and resides at Fort Scott. He was formerly a student at the State University. Until recently he was county attorney of Bourbon county. He has just been elected vice-president of the board.

REV. G. W. WOOD is a brother of Judge S. N. Wood. He lives at Elmdale, Chase county.

DR. J. J. WRIGHT, native of Indiana; graduated from a medical college in 1854; was elector from Indiana on the Republican presidential ticket in 1864; was afterward collector of internal revenue. He came to Emporia in the spring of 1870; he is now a member of the Kansas House of Representatives. The Normal is indebted to him for much effective service.

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#### BOARD OF VISITORS.

By the law of 1864 the State Superintendent was required to appoint annually a board of three visitors, whose duty should be to inquire into

and report at length on the condition of the School. The general law of 1873, however, provided for a commission of three persons to visit and report upon certain designated State institutions, including the State Normal School, but the records do not show that such a commission has ever visited here. The following-named acted as members of the board of visitors for the years designated:

- 1865—L. D. Bailey, W. A. McCollom, W. A. Ela.  
1866—H. D. Fisher, Andrew Aiken, S. S. Prouty.  
1867—(None recorded for this year.)  
1868 (Special committee, M. V. Voss, Senate; I. T. Rankin, House.  
1869 (S. J. Crawford, E. B. Peyton, W. R. Brown.  
1870—H. D. McCarty, Philetus Fales, C. R. Rice.  
1871—M. D. Gage, W. C. Rote, C. H. Haynes.  
1872—D. J. Evans, P. J. Carmichael, C. B. Isham.  
1873—Mrs. I. M. Sharon, Miss Mary A. Higby, J. G. Winne.

## Financial Statement.

The support of the School is from *State appropriations, interest of endowment, and incidental fees*. Lyon county and the city of Emporia have rendered substantial aid in times of need; in '65, furnishing, rent free, school room and apparatus (see p. 109); building boarding-halls (see p. 121); in '72, \$10,000 towards building; in '78, \$1,000 (less than \$800 being used), furnishing and converting boarding halls into school-rooms, and in '79, \$20,800 towards new building; Giles F. Filley, Esq., of St. Louis, presented the building site of twenty acres, valued then at \$1,000.

In the *table of receipts* (p. 143), the first column shows how much of the State appropriation was used; the second, the interest from land contracts and endowment; the third, the receipts from students. The fees for '71, '72, and '76, and salary for '77 have been estimated. What was received as interest on sales of land prior to 1879 has not been ascertained.

In the table of disbursements, it has not been possible to classify the expenditures as accurately under the various headings as we would like, because many of the records were destroyed by the fire, and because the records frequently show the names only of parties to whom amounts were paid. In '78, the damage by cyclone was repaired at an expense of \$427.87, and is not included. The State appropriation for mileage and per diem for the *regents* each year is not included in the disbursements. The columns, *grounds and buildings*, and *salaries*, are believed to be accurate.

### RESOURCES, MARCH 23, 1889.

BUILDINGS, APPARATUS, ETC.			
Grounds .....		\$12,000 00	
Buildings.....		80,000 00	
Heating apparatus, plumber's fittings.....		10,000 00	
Library.....		5,000 00	
Furniture.....		6,000 00	
Apparatus—			
Philosophy and chemistry.....	\$2,000 00		
Natural history.....	2,000 00		
Music.....	2,000 00		
Art .....	500 00		
Gymnasium.....	375 00		
Kindergarten.....	300 00		
Mathematics.....	200 00		
		7,375 00	
			\$120,375 00
ENDOWMENT.			
Land contracts, 7 per cent.....		\$95,385 00	
Land contracts, 6 per cent.....		63,090 00	
Otherwise invested, average about 6 per cent.....		98,846 23	
Awaiting investment.....		7,500 00	
Cash on hand .....		269,821 23	
Total.....		3,454 11	
			\$393,650 34

## RECEIPTS.

<i>Year.</i>	<i>State appro-priation.</i>	<i>Interest.</i>	<i>Fees.</i>	<i>Emporia and Lyon Co. appro-priation.</i>	<i>Total.</i>
1865.....	\$3,000 00	.....	.....	\$1,000 00	\$4,000 00
1866.....	12,850 00	.....	\$771 95	.....	13,621 95
1867.....	13,997 97	.....	709 60	.....	14,707 57
1868.....	5,186 00	.....	890 00	.....	6,076 00
1869.....	9,930 62	.....	1,127 00	.....	11,057 62
1870.....	10,542 46	.....	1,127 50	.....	11,669 96
1871.....	8,424 85	.....	1,000 00	.....	9,424 85
1872.....	61,622 66	.....	1,000 00	10,000 00	72,622 66
1873.....	16,975 03	.....	869 17	.....	17,844 20
1874.....	12,595 56	.....	2,081 41	.....	14,676 97
1875.....	12,630 76	.....	1,660 00	.....	14,290 76
1876.....	4,847 61	.....	1,500 00	.....	6,347 61
1877.....	510 00	.....	1,900 00	.....	2,410 00
1878.....	240 60	.....	1,971 26	1,000 00	3,211 86
1879.....	24,779 61	\$6,675 17	1,651 24	20,800 00	53,906 02
1880.....	.....	9,024 51	1,132 67	.....	10,157 18
1881.....	220 29	10,165 59	2,088 75	.....	12,474 63
1882.....	.....	8,951 67	2,302 82	.....	11,254 49
1883.....	.....	11,465 67	2,829 75	.....	14,295 42
1884.....	5,795 96	10,479 25	3,587 55	.....	19,862 76
1885.....	1,882 44	11,239 97	4,102 59	.....	17,225 00
1886.....	4,404 99	12,357 30	5,528 79	.....	22,291 08
1887.....	28,253 52	15,607 80	5,638 95	.....	49,500 27
1888.....	1,849 72	17,313 39	6,480 68	.....	31,643 79
1889.....	3,956 88	16,450 35	6,991 00	.....	27,308 23
Tot'l.....	\$250,497 53	\$129,730 67	\$58,852 68	\$32,800 00	\$471,880 88

## DISBURSEMENTS.

<i>Year.</i>	<i>Grounds and buildings.</i>	<i>Improvements.</i>	<i>Library.</i>	<i>Apparatus.</i>	<i>Salaries.</i>	<i>Miscellane-ous.</i>	<i>Total.</i>
1865....	\$1,000 00	.....	.....	.....	\$1,000 00	\$2,000 00	\$4,000 00
1866....	10,000 00	.....	.....	.....	2,850 00	607 67	13,749 93
1867....	5,650 00	\$1,850 00	.....	\$1,487 97	4,000 00	1,500 00	14,497 97
1868....	.....	50 00	224 00	.....	3,675 00	2,037 00	5,986 00
1869....	.....	591 67	.....	176 00	8,704 20	1,699 86	11,171 73
1870....	.....	1,839 81	150 00	197 70	7,350 00	2,004 33	11,541 84
1871....	.....	450 00	236 18	.....	7,000 00	1,738 67	8,524 85
1872....	60,150 00	305 00	850 00	500 00	9,067 66	1,750 00	72,622 66
1873....	3,004 50	1,220 53	300 00	1,600 00	9,550 00	2,178 67	17,853 70
1874....	.....	1,645 56	450 00	.....	9,700 00	2,683 52	14,479 08
1875....	.....	950 00	400 00	150 00	10,340 00	2,290 76	14,130 76
1876....	.....	.....	.....	.....	4,200 00	2,147 00	6,347 00
1877....	.....	230 00	.....	280 00	1,900 00	602 71	3,012 71
1878....	.....	240 60	.....	.....	1,368 55	2,903 18	4,512 33
1879....	45,579 61	.....	.....	.....	4,121 16	1,550 27	51,251 04
1880....	.....	93 25	211 38	5,385 00	3,260 47	8,950 10	.....
1881....	.....	601 88	202 37	185 30	7,700 00	3,905 32	12,594 82
1882....	.....	.....	239 64	.....	8,515 00	2,921 86	11,676 50
1883....	.....	.....	200 00	215 52	8,965 00	3,005 08	12,385 60
1884....	.....	2,475 00	250 00	500 00	11,786 67	5,220 76	20,232 43
1885....	.....	100 00	250 00	500 00	13,183 75	3,428 68	17,472 43
1886....	.....	840 00	500 00	500 00	15,132 00	5,194 77	22,166 77
1887....	24,984 26	400 00	500 00	800 00	15,428 00	2,553 85	44,646 11
1888....	.....	5,000 00	500 00	1,800 00	18,537 00	10,176 65	36,013 65
1889....	.....	250 00	500 00	1,200 00	19,676 00	6,080 76	27,706 76
Tot'l....	\$150,368 37	\$19,040 00	\$6,187 70	\$10,318 87	\$209,134 99	\$73,431 84	\$468,426 77

## Attendance—Annual Addresses.

## SUMMARY OF ATTENDANCE, ETC.

Year.	Normal department.		Model department.		Grand total.....	No. of States represented.....	No. of counties represented.....	No. in graduating class.....				
	Males.....	Females.....	Males.....	Females.....								
1865.....					43	0						
1866.....					90	0	14	7				
1867.....	55	75	125	12	27	152	2	20				
1868.....	58	59	117	18	36	153	4	19				
1869.....	73	76	149	23	26	198	9	19				
1870.....	82	98	180	29	34	63	243	5				
1871.....	80	95	175	15	25	40	215	0				
1872.....	61	97	157	12	11	23	180	2				
1873.....			172	23	24	47	219	3				
1874.....			191			45	236	15				
1875.....			145			230	375	18				
1876.....							345	14				
1877.....							125	5				
1878.....							130	2				
1879.....							90	12				
1880.....	29	34	63	54	82	136	199	11				
1881.....	68	96	164	93	109	202	366	21				
1882.....	83	117	200	87	115	202	402	44				
1883.....	99	151	250	91	111	202	452	36				
1884.....	116	160	283	109	149	251	534	20				
1885.....	97	208	305	85	215	300	605	18				
1886.....	125	306	431	73	220	293	724	33				
1887.....	168	333	501	109	136	245	746	23				
1888.....	246	423	669	97	109	206	875	41				
1889.....	256	466	722	75	133	208	930	41				
								80				
								15				

## ANNUAL ADDRESSES.

The program for commencement week each year has usually provided for an educational and a baccalaureate address, though previous to 1872 no formal baccalaureate addresses were delivered. As there was no graduating class in 1871, there were no formal commencement exercises.

Year.	Educational address.	Baccalaureate address.
1866.....	Hon. I. T. Goodnow.	
1867.....	No formal addresses.	
1868.....	President Richard Edwards, LL.D.	
1869.....	Hon. T. D. Thacher.	
1870.....	Hon. I. S. Kalloch.	
1872.....	Peter McVicar, D.D.,	President G. W. Hoss.
1873.....	Hon. T. D. Thacher,	No address.
1874.....	Prof. H. B. Norton,	President C. R. Pomeroy.
1875.....	Hon. L. B. Kellogg,	President C. R. Pomeroy.
1876.....	No formal address,	President C. R. Pomeroy.
1877.....	No formal address,	Bishop T. H. Vail.
1878.....	No formal address,	Rev. F. S. McCabe.
1879.....	No formal address,	Rev. C. Monjeau.
1880.....	Chancellor James Marvin,	President R. B. Welch.
1881.....	Hon. T. D. Thacher,	President R. B. Welch.
1882.....	O. J. Cowles, D.D.,	R. Cordley, D.D.
1883.....	Hon. R. B. Welch,	B. H. Smith, D.D.
1884.....	R. Edwards, D.D.,	R. Cordley, D.D.
1885.....	A. D. Mayo, LL.D.,	Rev. H. W. George.
1886.....	S. S. Laws, LL.D.,	James Marvin, D.D.
1887.....	Prof. C. M. Woodward,	Bishop Thomas.
1888.....	Prof. John W. Cook,	Chancellor J. A. Lippincott.

## EX-PRESIDENTS' SYMPOSIUM.

1889..... L. B. Kellogg, G. W. Hoss, R. B. Welch, . . . W. H. Black, D.D.

### Bric-a-Brac.

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- The diplomas of the sixties were genuine sheepskin.
- No man by the name of Smith has yet served on the board of regents.
- Governor Glick and Mrs. Taylor led the promenade at the Dickens social in '83.
- The tuition was free to teachers in '65, with an incidental fee of five dollars for the year.
- Since Dr. J. J. Wright's time expired, in '81, there has been no local regent on the board.
- Governor Martin delivered an eloquent address at the class reception on the evening of June 11, '85.
- Charles Dickens jr. read for the societies in the spring of '88, and the entertainment realized them some \$50.
- Mayor N. E. Weaver, of Emporia, is but one of the many fine business men who learned system at the Normal.
- Rebecca Buchanan, George Fowler, and J. N. Wilkinson have in order been the secretaries of the faculty for the eighties.
- Over six hundred of the seven hundred under-graduates reporting have taught school since entering the Normal the first time.
- The Emporias beat the Normals by a score of 24 to 13, in base ball June 13, '82. Ball is not a Normal accomplishment anyhow.
- The Homer social in '86 was the "climax social of the eighties," eclipsing even the Shakesperian of '84, and the Dickens of '83.
- The executive officer of the Normal School was called *the Principal* until 1872, since which time he has been designated as *the President*.
- Lulu Holmes, Alfred Docking, W. S. Picken, and W. C. Stevenson have served as the office clerks since '83, the latter two serving two years each.
- The old settlers think that no other city reporters have ever writ up Normal doings as happily as that wide-awake trio, Butts, Stubbs, and Wright.
- During his first year Principal Kellogg boarded at the Rev. G. C. Morse's, two miles southeast of the city, enjoying his walk and his meals with rare relish.
- A series of lectures on religious subjects was announced for Sunday afternoons in the fall of 1880, the opening lecture being by Rev. Thos. Burrows, November 21.
- The Greenback Society organized June 14, '82, with G. A. Hege, president, and E. G. Shaw, secretary. It was revived in the fall, but disappeared with the early frosts.
- That handsome globe in the library is the gift of U. S. Senator P. B.

Plumb—a man, by the way, to whom the Normal is indebted for many little kindnesses of a similar sort.

—It was on class day, '83, that Mr. Davidson, on behalf of the juniors, and the "other fellows far down," presented the seniors, through Mr. Payne, with a bottle of pain-killer.

—C. S. Cross, cashier of the First National Bank, Emporia, was the first pupil on hand for the opening of the model school in '67, "waiting round several days for the bell to tap."

—That public gymnastic entertainment, under direction of Prof. B. T. Davis, which aroused so much enthusiasm among students and citizens, was given at the opera house on February 8, 1882.

—In speaking of the graduating essays of the class of 1867, the city papers said: They were well written, and "what is unusual in female productions of this kind, both were well delivered."

—Arbor Day fell on April 1st in '86. The classes were in uniform and cockades. The "civil war" continued for a short half-hour, but the President remarked afterward that the experience would satisfy him for twenty years to come.

—Herr Bille, the Danish ambassador, visited the Normal in the fall of 1882, and, Miss Kuhlmann acting as interpreter, gave a very interesting address to the students. He spoke feelingly of Hans Christian Andersen, whose intimate friend he had been.

—The reception to the G. A. R., S. of V., and the W. R. C., on March 13, 1889, will long be remembered as a most notable event. It was estimated that six thousand people passed through the building on that evening, saluting the Grand Army officers present.

—The fees of '77-'78 were, for the preparatory classes, \$5 per term; for the classical course, normal department, \$7; for the Normal and scientific courses, \$8, and \$2 extra each term for incidental fee in each case; there were three terms per year in those years. The fees in the eighties have been substantially the same as in '89.

—The motto for '72 was *Lux et veritas*; for '76, *Nulla vestigia retrorsum*; for '82, *Right, then forward*; for '83, *Seek the broader view*; for '84, *By this sign (with vignette, the torch of truth)*; for '85, *Then the full corn in the ear*; for '86, *Maintain the truth*; for '87, *Ut prosim*; for '88, *By counsel and help*; for '89, *Non forma sed spiritus*.

—It would seem that the boys and girls of the early days had some fun occasionally. The *News* of December 16, 1865, says: "On Thursday night the students had a sociable which was a very pleasant affair. Rosy cheeks, bright eyes, smiles," (think of it) "happy, musical voices, singing, promenading, and conversation were the order of the evening."

—Among the popular janitors of the seventies were Davis and Edwards. Mr. Greenwood, janitor for '81 and '82, died a few years since, at Mound City. Mr. J. L. Short, his successor in February, '83, remained until June, '84, and after an absence of two years again took charge of the building, a position which he fills most acceptably. He is generally

recognized as keeping the neatest school building in the State. Mr. Wm. Tolbert, janitor from '84 to '86, is living at Council Grove.

—Since the Alumni Record went to print, the reports returned give the following additional items: Matilda Upton (Mrs. G. Pinkham), of '69, is living at Wakeeney; May Webster (Mrs. Sommers), of '82, at Clyde; Weitha A. Webster, of '82, at her old home, Logan; Mary F. Hunter (Mrs. E. D. Brookman), of '82, at Vermillion, South Dakota; S. C. Hardin, of '82, is principal of the Floral schools; and H. C. Ford, of '81, has recently been appointed superintendent of one of the Indian schools in the Indian Territory.

—The opening stanza of the class song for '86 will call up "fond recollections" for students of every year, particularly for those who were so fortunate as to own *gloves*:

"I stood in my room in the morning  
As the clock was striking eight,  
And the Normal bell was ringing,—  
I knew that I'd be late.  
Yes, for away in the distance  
I could hear the Normal bell;  
But my books were lost, and my pencils,  
And my gloves were gone as well."

—Occasionally a rather youthful-looking student is sent to the model school to take his first lessons in teaching. When the present professor of Latin, not so tall even by several inches as now, was given his permit, he sought, in company with a stalwart friend, the critic teacher for instruction and assignment. After locating his companion, she turned to him and said, "Well, my little boy, what do you want?" He straightened himself up and frigidly presented his permit to the innocent offender. The query met him at every street corner for months afterward, and occasionally an old friend now steps up quietly beside him and says, "Well, my little boy, what do you want?" It is a little strange that this bit failed to get into his reminiscences.

—The salaries of the members of the faculty have varied greatly. The president, principal, received for '65, \$1,000 and tuition fees; in June, '68, the salary was fixed at \$2,000, and that of the assistant principal at \$1,800. In '71, the president's salary was raised to \$2,500; for '75-6 it was reduced to \$2,200. For 1880 it was \$1,500; '82, \$1,800; '84, \$2,000; '85, \$2,500. In '71, the salary of the chair of languages was fixed at \$1,600, and that of the preceptress at \$1,200. For '75-6, the salaries of the chairs of natural science and mathematics were \$1,400; of language, \$1,200; of preceptress, \$900. In 1879 it was ordered that the *male* teachers be paid \$1,000 and the *females* \$700. These salaries have been increased from time to time, the chairs of language, elocution, kindergarten and drawing having received \$1,000 and \$1,100 since 1887; the chairs of natural history and Latin are now \$1,500 each; mathematics, \$1,600; physics and director in training, \$1,800 each. The assistants in the model school, giving full time, receive \$550 and \$600. The janitor has been receiving \$1,600 since the addition of the new wing. He employs his own assistants.

—The classes in the earlier days were not organized as fully as now, and the memories of those whom we have interviewed are so defective that the list here given is not as complete as we would like. Mary J. Watson and Ellen Plumb were respectively the valedictorian and salutatorian for 1867; Martha J. Nichols was valedictorian for 1869, and Hattie S. Hawkins for 1870; S. C. Slack and J. H. Hill were respectively the valedictorian and salutatorian for 1875; Flora A. Bennett and Ella Murdock were valedictorians, and Addison W. Stubbs and Ansel Gridley jr., salutatorians for 1876; Bertha Dyche and James T. Bradley were respectively the valedictorian and salutatorian for 1881; Anna M. Bissell was the salutatorian for 1882. The following have been the class presidents, valedictorians, and salutatorians respectively since 1882: 1883, C. A. Bishop, Eva McNally, Peter J. Galle; 1884, Fremont Miller, Addie L. Loomis, Robert M. Auchard; 1885, Thomas H. Reynolds, Alice Hadley, Charles R. Sortor; 1886, L. W. Duncan, Carrie T. Bradley, W. M. Davidson; 1887, A. D. Crooks, Alfreda Judd, A. D. Crooks; 1888, Eli Sutton, Mary Holsinger, Myrtle Jones; 1889, L. Kate Bacon, Mary A. Whitney, D. A. Tear.

—Lectures by eminent men and women have been delivered from time to time before the students and friends, but the first regularly organized lecture course successfully carried out was for the season of 1887–8. It was placed under the direction of a committee consisting of Professors J. N. Wilkinson, M. P. Spencer, and M. A. Bailey. All student ticket-holders were permitted to share in the dividends. About three hundred course tickets at one dollar each were taken at once, and the number put on sale was soon exhausted. The course was a great success in every way, the students receiving a dividend reducing the actual cost of tickets to 65 cents each. The course included lectures and entertainments by R. G. Horr, George W. Bain, Frank Beard, Frank Lincoln, and the Musin Concert Company. The faculty committee for the year 1888–9 remained the same, except that Professor Penny took Professor Bailey's place, and coöperating committees were appointed from the Lyceum, Literati, and Belles-Lettres societies. The proceeds were shared by the three societies. The course tickets to students were \$1 each, to others \$1.50, and were sold even more promptly than before, the net proceeds amounting to about \$278. The course included lectures by Joseph Cook, George R. Wendling, and Judge Tourgée, a reading by Professor Trueblood, and a concert by the Meig Sisters.

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The following statutes are quoted to show some of the uses that the State has seen fit to make of the Normal School a little out of the line of its regular work. It is true nothing is now done under the first of these acts, but the signal service, under the control of the general government, honors the Normal with the duty of keeping the records from a set of instruments furnished here. The work of the State board of

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education is now one of the most important in the public-school system of the State.

AN ACT TO ESTABLISH A BUREAU OF IMMIGRATION, AND APPOINT AGENTS THEREFOR.

[*Took effect February 26, 1864.*]

SEC. 3. It shall be the duty of faculty of the State Agricultural College, of the State Normal School and of the State University, when organized, to carefully preserve a daily meteorological record, which, with all such other information relative to climate, soil, minerals, and all other scientific facts bearing upon the resources of the State that such faculties may be able to gather, shall be forwarded for publication to the office of the bureau, at the capital.

Approved February 26, 1864.

[The existence of this bureau depended upon appropriations.]

STATE BOARD OF EDUCATION.

[*Took effect April 7, 1876.*]

SEC. 7. There shall be a State board of education, consisting of the State superintendent of public instruction, the chancellor of the State University, the president of the State Agricultural College, and the principals of the State Normal Schools at Emporia and Leavenworth. . . .

SEC. 9. The State board of education shall meet at the city of Topeka, on the fourth Monday of August in each year, and at such other times and places as may by them be deemed necessary, and proceed to the transaction of such business as may legally come before them, and to examine all applicants who may present themselves for such examination: . . . *Provided*, That the provisions of this act shall be carried out without expense to the State.

ADDITIONAL DUTY.

[*Took effect March 17, 1885.*]

SECTION 1. That the State board of education is hereby instructed to prepare a series of questions for each examination, to be used in each county of the State of Kansas for the examination of teachers. . . .

## Undergraduates.

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This list includes undergraduates from the normal department, with few exceptions, who were not in the School during the year 1888-9, and some who were in attendance during the year and had taught since entering the School the first time. The report of the "original eighteen" will be found in Part First. A careful estimate gave us reason to believe that we might reasonably look for reports from nearly twice as many former students as are here given; but so many changes in addresses have been made in the past twenty-five years in this new State, that perhaps we are fortunate in compiling such a list as this — the two lists embracing over a thousand students who are not now in attendance.

The blanks below are filled as far as the reports furnish information. In the column headed "Class," the last class is given; the letters from *A* to *H* inclusive indicate the terms in the normal department in order; *P* signifies preparatory; *K*, kindergarten; *I*, irregular; *M*, music.

The faculty would be pleased to have the friends report promptly any errors or any changes in addresses or occupations of the undergraduates as well as of the graduates of the School.

### LADIES.

Name.	If married, present name.	Post office.	Years here.	Class.	Years taught.	Present occupation.		Remarks.
						C.....	B.....	
Abell, Nettie.....	Mrs. Lowker.....	Pelton.....	1887-8.....	C.....	1	Housekeeping.....	.....	Deceased.
Adams, Louise Irene.....	Mrs. W. M. Davidson.....	Topka.....	1886-7.....	B.....	6	Housekeeping.....	.....	.....
Adams, Nettie.....	Mary Edith.....	Waynet, Ill.....	1886-7.....	A.....	2	Teaching.....	.....	.....
Alorich, Mary.....	.....	Urbana.....	1884-6.....	B.....	1	.....	.....	.....
Alexander, Nina.....	.....	Cottonwood Falls.....	1870-1.....	A.....	8	Housekeeping.....	.....	.....
Allen, Bettie.....	Mrs. Stanley.....	Meado Center.....	1874-5.....	A.....	5	"	.....	.....
Allen, Etta.....	Mrs. Gray.....	Lawrence.....	1865.....	A.....	1	"	.....	.....
Allen, Ruth Minnie.....	Mrs. Hyde.....	Sylvia.....	1880-4.....	D.....	4	"	.....	.....
Alender, Ella M.....	Mrs. C. Gray.....	Beloit.....	1888.....	B.....	0	Clerking.....	.....	.....
Anderson, Caddie.....	.....	Abilene.....	1885.....	B.....	3	Deputy clerk.....	.....	.....
Anderson, Jessie D.....	.....							

Andrews, Hattie.....	Elsinore, Cal.....	1885-6.....	4	Teaching and stenography.....
Anderson, Mrs. Jennie.....	Dunlap.....	1884.....	1	Housekeeping.....
Anderson, Nannie C.....	Burlington.....	1887-8.....	0	A.....
Anthony, Jennie.....	Le Roy.....	1871-2.....	12	Housekeeping.....
Arnold, Sophia.....	Iola.....	1887-8.....	1	Teaching.....
Auchard, Kate.....	Fancy Creek.....	1884-5.....	1	Housekeeping.....
Austin, Nellie.....	Melvern.....	1884-5.....	7	Housekeeping.....
Axtell, Ophelia.....	Mrs. Dyche.....	1874-6.....	1	Teaching.....
Axtell, Celestia.....	Mrs. Davidson.....	1886.....	4	Housekeeping.....
Bacon, Harriet S.....	Hutchinson.....	1886.....	1	Teaching.....
Bacon, Lizzie.....	Morantown.....	1886-7.....	3	A.....
Bacon, Mae B.....	Fallbrook, Cal.....	1878-81.....	3	B.....
Bair, Marie E.....	Hutchinson.....	1884.....	5	Deceased.
Balconb, Clara L.....	Succeess.....	1884.....	2	Journalism.....
Baldwin, Helen M.....	Lawrence.....	1888.....	1	Housekeeping.....
Ballinger, Lulu.....	Livingstone, Mont.....	1888.....	1	Teaching.....
Banks, Emma.....	Hutchinson.....	1886-7.....	1	Student.....
Bach, Lizzie G.....	Colorado Springs, Colo.....	1889-7.....	2	Teaching.....
Baby, Agnes.....	Oswego.....	1876-84.....	7	Sup't, Pub Inst., Labette Co.....
Bar, Hettie M.....	Mrs. T. P. Campbell.....	1877-81.....	13	Housekeeping.....
Barnhart, Lizzie.....	Howard.....	1881.....	0	Deceased.
Barnett, Ida M.....	Chautauque.....	1881.....	13	Deceased.
Barnes, Minnie M.....	Conway Springs.....	1874-6.....	8	Deceased.
Barnes, Lillie A.....	Conway Springs.....	1884-5-6-7.....	5	Deceased.
Barnes, Elizabeth A.....	Wauseon U.....	1870-1.....	6	Housekeeping.....
Barnett, Della.....	Conway Springs.....	1884-5.....	3	Teaching.....
Barrington, Amelia.....	Melvern.....	1883.....	2	Deceased.
Bell, Tillie J.....	McCracken.....	1869-71-74.....	4	Precappling land.....
Berson, Nannie.....	Madison.....	1881-5.....	4	At home.
Bettler, Katie M.....	Burlington.....	1887-8.....	1	Teaching.....
Best, Jeanie June.....	Monardridge.....	1882-3.....	1	At home.....
Best, Ella.....	Ivy.....	1884-6.....	1	Housekeeping.....
Betty, Eva.....	Hazleton.....	1888-9.....	1	Deceased.
Benbow, Sarah.....	Mrs. E. Stotts.....	1875-6.....	1	Student.....
Berkey, Mary L.....	Elmdale.....	1884-6.....	1	Housekeeping.....
Bren, Kate.....	Winfield.....	1884-7.....	4	Teaching.....
Bischoff, Cora L.....	Platsburg.....	1873-4.....	13	Deceased.
Blair, America.....	Eudora.....	1886-7.....	0	Housekeeping.....
Blair, Carrie D.....	Olpe.....	1884-5.....	3	Teaching.....
Blake, Mattie A.....	Mrs. Leonard.....	1885-6.....	0	Housekeeping.....
Bliss, Eva J.....	Mrs. E. L. Woodward.....	1882-3.....	4	Teaching.....
	Mrs. I. T. Kirkendall.....	Emporia.....	3	Housekeeping.....
	Mrs. Eva J. Caldwell.....	Pratt.....	1884.....	A.....

## UNDERGRADUATES — LADIES — CONTINUED.

Name.	If married, present name.	Post office.	Years here.	Class.	Present occupation.	Remarks.
Bowen, Emma.....	Mrs. E. Foulks.....	Topeka.....	1858	A.....	Housekeeping.....	
Bradley, Ella Lanthia.....		Bloomington.....	1865-6.....	A.....	Teaching.....	
Breese, Maggie.....		Cottonwood Falls.....	1858.....	A.....	{ Graduated in class of '89. Assistant in Model '89. } .....	
Brazil, Jeanne.....		Emporia.....	1854-5.....	H.....	6	
Brewer, Minnie.....		Jewell.....	1853-4.....	B.....	14	
Britten, Ella M.....	Mrs. D. Davis.....	Harford.....	1851-2.....	B.....	Housekeeping.....	
Britten, Mary E.....	Mrs. M. E. Niver.....	Humboldt.....	1857-8.....	K.....		
Branch, Florence.....		Osage.....	1855-7.....	D.....	2	Deceased.
Brown, Clara.....		Westphalia.....	1857.....	A.....	1	Teaching.....
Brown, Jennie.....		Carbondale.....	1856-8.....	A.....	Housekeeping.....	
Brown, Alice.....		Westphalia.....	1857.....	A.....	Housekeeping.....	
Brown, Ella.....		Kansas City.....	1855-7.....	D.....	1	Teaching.....
Bruce, Hattie L.....		Kimball.....	1855-8.....	B.....	1	Teaching.....
Bundy, Rebecca M.....		Wilmington.....	1851-2.....	A.....	4	Teaching.....
Burns, Nellie.....		Salina.....	1854-7.....	B.....	7	Housekeeping.....
Bushnell, Carrie H.....		Allen.....	1876.....	D.....	7	
Burnett, Hattie E.....						
Coddwell, Mattie.....	Mrs. McClain.....	Osage City.....	1855-7.....	D.....	Housekeeping.....	
Campbell, Martha C.....		Leavenworth.....	1855-6.....	B.....	0	Teaching.....
Carlisle, Mattie.....		Oswawatomie.....	1856-7.....	B.....	3	Teaching and stenography.....
Carter, Fannie.....		Allen.....	1854-5.....	B.....	4	Teaching.....
Carter, Flora.....	Mrs. Carter.....	Garden City.....	1850-2.....	A.....	1	Housekeeping.....
Cashkey, Christine.....		Kansas City.....	1854-5-6.....	D.....	3	Teaching.....
Charles, Mollie.....		Oswego.....	1855-6.....	B.....	5	“
Clarke, Lillie.....		Saginaw City, Mich.....	1855-6.....	B.....	4	Housekeeping.....
Chenans, Hannah.....		Parker.....	1855.....	A.....	4	Teaching.....
Chine, Lillie M.....	Mrs. D. D. Baxter.....	Beloit.....	1852-5.....	B.....	4	Teaching.....
Cochran, Hattie L.....		Olivet.....	1853-8.....	D.....	1	Teaching.....
Cocharan, Sadie.....		Lebanon, Ind.....	1857-8.....	A.....	0	Telegraphy.....
Coffman, Oral B.....		Hutchinson.....	1851-7.....	D.....	3	Teaching.....
Collier, Emogene.....		Marion.....	1854-8.....	C.....	5	
Collier, Florence May.....		Manhattan.....	1857-8.....	M.....	4	Housekeeping.....
Collier, Kate.....		Peabody.....	1854-5-7-8.....	C.....	3	Teaching.....
Collier, Margaret.....		Winfield.....	1855-4.....	A.....	3	
Combs,.....						

Constock, Lila A.....	Mrs. J. W. Greene.....	Aulne.....	1887-.....	I.....	2	Teaching.....
Cormany, Ella.....	Mrs. Lizzie Payne.....	Hutchinson.....	1883-4.....	D.....	2	Housekeeping.....
Cost, Lizzie E.....		Ivy.....	1886.....	D.....	1	Teaching.....
Courtney, Hannah.....		Humboldt.....	1882-3-4.....	C.....	5	Teaching.....
Covdry, Nellie A.....		Badger Creek.....	1888.....	K.....	2	Housekeeping.....
Cowles, Ellen M.....	Mrs. Geo. Plumb.....	Rose Hill.....	1885-6.....	A.....	1	Housekeeping.....
Cox, Loretta.....		Predonit.....	1887-8.....	A.....	1	Teaching.....
Cox, Mable.....		Yates Center.....	1888-9.....	A.....	1	Teaching.....
Crahan, Maggie E.....		Elyria.....	1887-8.....	A.....	1	Housekeeping.....
Craven, Gertrude M.....	Mrs. J. P. Perrill.....	Bridgeport.....	1886-7.....	B.....	.....	Milinery.....
Crawford, Ermina.....		Kingman.....	1883-4.....	B.....	.....	Housekeeping.....
Creacher, Mary.....	Mrs. J. F. Seward.....	Americans.....	1882-4.....	B.....	3	Teaching.....
Creighion, May.....		Kelley.....	1885-6-7.....	B.....	.....	Attending Washburn College.....
Cheffield, Laura I.....		Kenyon.....	1885-6-8.....	C.....	0	Teaching.....
Crocker, Carrie E.....		Burling.....	1889-70-71.....	D.....	6	Housekeeping.....
Crumb, Mrs. J. H.....		Belle Plaine ...	1876-78.....	A.....	1	Teaching.....
Curtis, Kate E.....		McPherson.....	1886-.....	A.....	4	Teaching.....
Daniels, Mary Etta.....		Richmond.....	1882-3.....	C.....	3	Teaching.....
Davidson, Elta.....		Erie.....	1886.....	C.....	3	Teaching.....
Davis, Carrie.....		W. Field.....	1884-.....	B.....	2	Stenography.....
Davis, Georgia.....	Mrs. A. B. Baker.....	Wakeeny.....	1886-.....	B.....	2	Teaching.....
Davis, May.....		Wichita.....	1885-.....	A.....	4	Teaching.....
Daugherty, Jennie R.....		Oskaloosa.....	1886-.....	A.....	2	Teaching.....
Deeker, Mary.....		Plymouth.....	1884-.....	A.....	.....	Teaching.....
Dillon, Ida Catherine.....	Mrs. David.....	Emporia.....	1882-.....	B.....	5	Teaching.....
Dillon, Lizzie A.....		Cardaville.....	1883-7-8-.....	D.....	2	Teaching.....
Dillon, Mary C.....		Plymouth.....	1879-81-.....	B.....	8	Teaching.....
Dillon, May.....		Plymouth.....	1870-.....	B.....	1	Housekeeping.....
Dillon, Ruth.....		Cherryvale.....	1887-8-.....	A.....	2	Teaching.....
Dilliz, Daisy.....		Colorado Springs, Colo. ....	1865-6-7-.....	B.....	2	Teaching.....
Dixon, Emma.....	Mrs. Custer.....	Waverly.....	1887-.....			Teaching.....
Dodge, Fannie.....		Ft. Collins, Colo. ....	1869-70-.....			Housekeeping.....
Douglass, Cynthia C.....		Kelso.....	1887-8-.....	A.....	5	Teaching.....
Dowling, Margaret.....		Emporia.....	1881-2-.....	D.....	2	Teaching.....
Dudley, W. H.....		Burlington.....	1887-8-.....	B.....	7	Teaching.....
Dunbauld, Lida.....		Yates Center....	1875-8-.....		4	Teaching.....
Duro, Mary P.....		Sedan.....	1869-70-.....	D.....	7	Journalism.....
Edgerton, Carrie.....	Mrs. C. E. Ward.....	May Day.....	1885-6-.....	B.....	2	Teaching.....
Edgerton, May D.....		716 Symmore St., Ottawa.....	1884-5-.....	A.....	3	Teaching.....
Ellis, Cora M.....		Eureka.....	1876-8-.....	D.....	8	Teaching.....
Ericksen, Ellen A.....	Mrs. E. A. Kenner.....	Eureka.....	1883-85-.....	D.....	3	Teaching.....
Ericksen, Louise J.....						

See sketch.

Died Aug. 26, '85

## UNDERGRADUATES—LADIES—CONTINUED.

Name,	If married, present name.	Post office.	Years here.	Present occupation.	Remarks.
			Years taught.		
			Class...		
Eskridge, Clara.....		Emporia.....	1875-82.....	Book-keeper, <i>Republican</i> , .....	
Eskridge, Matthe.....		Emporia.....	1875-82.....	I.....	
Everett, Hattie.....	Mrs. F. C. Jeffrey.....	Emporia.....	1868-9-72-5.....	I.....	Died in 1867.
Fally, Clara.....		Burlingame.....	1865.....	B.....	
Farrar, Alice.....		Burlingame.....	1857-8.....	A.....	Teaching.....
Farrar, Stella B.....		Central City.....	1857-8.....	A.....	Teaching.....
Farris, Lucy.....	Mrs. S. H. Butler.....	Central City.....	1854-5.....	C.....	Housekeeping.....
Felker, Josephine.....	Mrs. C. R. Lane.....	Central City.....	1854-7.....	K.....	
Felise, Ada.....	Mrs. McMahon.....	Le Roy.....	1858.....	B.....	Student, Normal.....
Fennimore, Matie E.....	Mrs. T. W. Way.....	Emporia.....	1878.....	B.....	Housekeeping.....
Fishback, Livia.....	Mrs. L. A. Dugan.....	Emporia.....	1876-7-8.....	B.....	
Fleming, Lillie A.....		Smith Center.....	1855-86.....	P.....	
Floyd, Hattie.....	Mrs. Haworth.....	Sedan.....	1858.....	L.....	Teaching.....
Folger, Flora.....		Cartilage.....	1858-6.....	C.....	Housekeeping.....
Foreman, Cora.....		Marshalltown, Iowa.....	1858-7-8.....	D.....	Teaching.....
Foster, Eva.....		Wyo. Koff.....	1854-5.....	B.....	Housekeeping.....
Foster, Emma.....		Americus.....	1858.....	A.....	Teaching.....
Foster, Linnie.....		Americus.....	1856-88.....	B.....	
Fox, Mrs. Louise.....	Mrs. D. S. Kelly.....	Emporia.....	1857-8.....	B.....	Housekeeping.....
Fraher, Hattie L.....		Eureka Springs, Ark.....	1865.....	B.....	Teaching.....
Frane, Mary.....		Vernon.....	1857.....	A.....	
Frazier, Elizabeth.....		Austin.....	1854-6-88.....	D.....	Student, Normal.....
Frazier, Mary.....		Austin.....	1857-88.....	A.....	Teaching.....
Frederick, Flora.....	Mrs. Sedgwick.....	Emporia.....	1870-1-2-3.....	H.....	Housekeeping.....
Gagen, Beetta.....		Osage City.....	1857-88.....	B.....	Teaching.....
Gardiner, Jennie M.....		Cicero.....	1858.....	A.....	
Gardner, Mamie L.....		Felwick.....	1858.....	A.....	Seamstress.....
Garrett, Minnie.....		Tisdale.....	1854-5.....	B.....	
Garver, Emma.....		Crestline, Ohio.....	1856.....	B.....	Teaching.....
Garvin, Ada E.....		Brie.....	1858.....	A.....	"
Gause, Alta M.....		Homestead.....	1856-7.....	A.....	"
Gause, Ida May.....		Emporia.....	1854-5-6-7.....	D.....	"
Gentry, Meda V.....		Dunlap.....	1852-83.....	D.....	
Greasen, Amelia.....		Bureka.....	1853-4.....	B.....	Housekeeping.....
Gleason, Gracie.....	Mrs. Birkett.....	Baltimore avenue...	1876.....	P.....	"
		{ Kansas City, Mo., 2916 }			

Goddard, Anna.....	1876-7.....	G...	Teaching music.....
Goodman, Kate A.....	1877.....	B...	Teaching.....
Goodwin, Sadie.....	1877.....	B...	Hone.....
Grant, Anna M.....	1886-7.....	A...	Teaching.....
Greenman, Fannie.....	1887-8.....	A...	Teaching.....
Griffith, Clara.....	1886-7.....	B...	Teaching.....
Hadden, Rose E.....	1886-9.....	A...	Student, Normal.....
Haiderman, Ermina.....	1871.....	B...	Teaching.....
Hallowell, Alice.....	1871.....	A...	Hone.....
Hannan, Addie.....	1886-7.....	A...	Teaching.....
Hand, Joanna M.....	1888.....	A...	Housekeeping.....
Harris, Mary A.....	1894-5.....	A...	Teaching.....
Hartley, Amanda.....	1883-4.....	B...	Poultry and farming.....
Harvey, Mary Jane.....	1881.....	D...	Home.....
Hassenpflug, Lucinda A.....	1883-7.....	D...	Teaching.....
Hawfield, Adeline.....	1888.....	A...	Student, Normal.....
Hartaway, Mary.....	1887-8-9.....	C...	Teaching.....
Hayden, Belle.....	1885-6.....	B...	Housekeeping.....
Hearst, Ethel.....	1885-6.....	P...	Teaching.....
Heim, Ella.....	1888.....	B...	Teaching.....
Hill, Alice.....	1887-8.....	L...	...
Hill, Jessie L.....	1884-5.....	L...	...
Hill, Nora May.....	1888.....	B...	Hone.....
Hiner, Lucy A.....	1887-8.....	A...	Teaching.....
Hodges, Emma.....	1882-3.....	G...	...
Hodges, Annie J.....	1886-7.....	A...	...
Hollingsworth, Martha L.....	1888-9.....	A...	...
Holmes, Mary A.....	1880-3-4.....	B...	...
Hope, Anna.....	1887.....	I...	Student, Normal.....
Hubbard, Flora.....	1887-8-9.....	I...	...
Hiddleston, Dorinda.....	1885-6.....	A...	...
Huffaker, Susie.....	1886.....	A...	...
Hughes, Clara.....	1886.....	I...	Attending Normal.....
Hummert, Emma.....	1883-6.....	D...	Housekeeping.....
Humphrey, Annie.....	1884-5.....	C...	...
Humphrey, Lora.....	1885-6.....	A...	Farming.....
Hurlburt, Rhoda.....	1888-9-10.....	B...	Housekeeping.....
Hurlburt, Allie C.....	1870-1-2.....	B...	...
Hunt, Emma.....	1885-70.....	9	...
Hutchason, Meda.....	1882-6.....	1	Teaching.....
Ice, Cleopatra.....	1880-1.....	B...	Resting.....

Deceased,  
Drowned in Neosho  
river, in May, 1872.

## UNDERGRADUATES—LADIES—CONTINUED.

Name.	If married, present name.	Post office.	Years here.	Class.	Present occupation.	Remarks.
			Years taught.			
Jackson, Flora.		New Albany....	1885-9	C.....	Teaching.....	
Jackson, Alice.		Fredonia....	1884-7	C.....	Teaching.....	
Jacob, Isabella.		Neosho Rapids....	1885-7	C.....	Teaching music.....	
Jacobs, Lizzie.		Strawn....	1883-4	B.....	Housekeeping.....	
Jacobs, Manie.		Americans....	1883-4	A.....	Teaching.....	
Jacauth, May....		Americans....	1871-2	B.....	Teaching.....	
Johnson, Bertha L.		Topeka....	1888	K.....	Evangelist.....	
Jones, Anna G.		Lebo....	1886	A.....	Teaching.....	
Kane, K. J. R.	Mrs. Kane....	Rock Creek....	1868-9	D.....	Housekeeping.....	
Kelley, Cora E.		Sturgis, Mich....	1879-82	H.....	Teaching.....	
Bellogg, Lorinda....	Mrs. W. P. Martin....	Cottonwood Falls....	1872-3	A.....	Farming.....	
King, Julia B.		Winfield....	1885-6	D.....	Student, Normal.....	
King, Maggie M.		Fazleton....	1885-8	H.....	" " "	
Kins, Mary Lenora....	Mrs. W. H. Severy....	Ness City....	1887-9	C.....	Teaching.....	
Kirman, Anna.		Reading....	1876-7	0	Housekeeping.....	
Kirkpatrick, Laura M.		Emporia....	1880-1	9	Teaching.....	
Koenig, Emma.		Lamont....	1887-8	1	Teaching.....	
Kron, Edith M.		Speareville....	1884-5	B.....	" " "	
Ladd, Louise....		Eureka....	1881-2	P.....	Teaching.....	
Lange, Maude L.		Emporia....	1885-6	B.....	Housekeeping.....	
Laplante, Florence E.		Nestor....	1887-8	B.....	Teaching.....	
Lawrence, Anna.		Hart, Mo....	1886-7	A.....	Type setting, and attend'g sch'l,	
Layton, Jessie C.		Allen....	1882-5	C.....		
Layton, Minnie E....		Allen....	1888	P.....	At home.....	
Leatherwood, Fannie J....		Dunlan....	1878	A.....	Teaching.....	
Leavitt, Altha J....		Emporia....	1889-70	2.....	" " "	
Leester, Lucy....		Ottawa....	1887-8	1	" " "	
Lewis, Ethel....		Emporia....	1886-7-8-9	E.....	" " "	
Light, Mary B....		Sedan....	1888	K.....	" " "	
Little, Etta....	Mrs. E. L. Layton....	Americans....	1882-3	B.....	Housekeeping.....	
Little, Mary....	Mrs. Miller....	Emporia....	1878-81	A.....	Teaching.....	
Lloyd, Minnie G....		Cottonwood Falls....	1884-5	B.....	Teaching.....	
Longpreke, Florence....		Padilla....	1886-7	B.....	Student, Normal.....	
Lowe, Ida M....		San Diego, Cal....	1886-7	A.....	Teaching.....	
Lowe, Jennie....		San Diego, Cal....	1886-7	B.....	Bookkeeping.....	

Loy, Lillie E. ....	Mrs. L. E. Robinson. ....	Spangle, W. T. ....	1881-2	B .....	1	Farming.....
Lynch, Anna C. ....		Greensburg .....	1885-6	B .....	2	Teaching.....
Mack, Lola Lydia. ....		McPherson. ....	1885-6	B .....	2	Student, State Normal.....
Madden, May B. ....		Independence. ....	1887-8	D .....	1	Student, State Normal.....
Maddox, Miller. ....		Hazeltine. ....	1888-9	A .....	1	Teaching.....
Maloy, Lalla R. ....		Council Grove. ....	1882	P.....	4	Teaching.....
Mason, Lizzie. ....		Boling. ....	1887-8	B .....	0	Teaching.....
Matlock, Lena. ....		Patterson. ....	1886-7	A .....	3	Teaching.....
Mather, Josephine. ....		Emporia. ....	1886-7	A .....	0	Housekeeping.....
Maxson, Clara G. ....		Emporia. ....	1870-3	G .....	2	Deceased.
Mead, Louisa. ....		Emporia. ....	1883-4	B .....	1	Teaching.....
Meldrum, Frances. ....		Chanute. ....	1887-8	A .....	1	Housekeeping.....
Menzter, Susy E. ....		Jasper, Mo. ....	1886-7	B .....	2	Teaching.....
Miller, Alice E. ....		Paris. ....	1885-6	C .....	3	Deceased.
Miller, Adaline A. ....		Admire. ....	1880-3	B .....	1	Housekeeping.....
Miller, Mary. ....		Wakenee. ....	1870-1	B .....	12	Teaching.....
Miner, Hilda. ....		Kingsley. ....	1889-7	H .....	12	Teaching.....
Moor, Anna. ....		Douglas, Alaska. ....	1887-8	K .....	1	Teaching.....
Moon, Josephine C. ....		Haviland. ....	1888-9	A .....	2	Teaching.....
Moore, Samantha. ....		Buffalo, Kansas. ....	1875-6-7-8	C .....	12	Teaching.....
Morton, Lulu M. ....		Sallina. ....	1886-7	B .....	2	Housekeeping.....
Morford, A. J. ....		Emporia. ....	1888-9	B .....	2	Teaching.....
Morris, Lucy L. ....		Junction City. ....	1887	B .....	1	Housekeeping.....
Morgan, C. ....		Emporia. ....	1885-7	B .....	1	Student, State Normal.....
Morgan, Maggie D. ....		Dunlap. ....	1873-4	B .....	1	Teaching.....
Moser, Achsa J. ....		Hartford. ....	1888-9	A .....	1	Teaching.....
Moser, Ella. ....		Hartford. ....	1888-9	A .....	2	Teaching.....
Murray, Georgia. ....		Boling. ....	1886-8	B .....	1	Housekeeping.....
McCabe, Sadie. ....		Lyons. ....	1883-4	C .....	1	Deceased.
McClelland, Annie. ....		Mrs. S. N. Smith. ....	1884-5	A .....	1	Teaching.....
McClelland, Lizzie. ....		Mrs. Spence. ....	1884-5	A .....	2	Typewriting.....
McCracken, Sustie. ....		Nonchalanta. ....	1885-7-8	A .....	4	Teaching.....
McCurry, Laura. ....		Emporia. ....	1884-5	A .....	5	Teaching.....
McQuilkin, Edith. ....		Lyndon. ....	1888	A .....	2	Housekeeping.....
		Milo. ....	1887-6	B .....	1	
		Baker. ....	1885-6	A .....	1	
Nation, Bertha. ....		Baker. ....	1888-9	A .....	2	
Neff, Malie. ....		Oshkosh, Wis. ....	1884-8	G .....	1	
Newman, Eva. ....		Omaha, Neb. ....	1886-8	P .....	3	
Nichols, Mrs. Ella W. ....		Cottonwood Falls. ....	1882-4	B .....		
North, Luella. ....		Mrs. L. Winne. ....				

## UNDERGRADUATES—LADIES—CONTINUED.

Name.	If married, present name.	Post office.	Years here.	Class.	Present occupation.	Remarks.
Orem, Rebecca.....		Baileyville.....	1886-8.....	H.....	1	Teaching, see class of '89.....
Park, Edith Q.....		Eindale.....	1886-7.....	A.....	2	Teaching.....
Park, Josie V.....		Durham.....	1879-81.....	G.....	5	Teaching.....
Parker, Maie.....		Blue Rapids.....	1883-4.....	B.....	3	Housekeeping.....
Paterson, L. C.....		Newton.....	1876.....	A.....	1	Farming.....
Patty, Orilla Ethel.....		Emporia.....	1878-82.....	G.....	1	Housekeeping.....
Perilli, Mrs. Todd.....		Russellville, O.....	1868-9.....	P.....	6	"
Perkins, Magde.....		Carlsbad, Ark.....	1880-3.....	A.....	5	"
Perkins, Lure.....		Eureka.....	1871-2-4.....	B.....	5	"
Philipp, Burilla.....		Emporia.....	1869-72.....	G.....	0	Housekeeping.....
Pierce, Minnie C.....		Elsworth.....	1877-8.....	G.....	0	"
Plumb, Mary E.....		Emporia.....	1867-70.....	G.....	4	Teaching.....
Porter, Clara B.....		Galen.....	1884-5.....	B.....	1	Teaching.....
Powell, Ada.....		Carlyle.....	1887.....	A.....	1	Teaching.....
Pratt, Jessie A.....		Philipsburg.....	1887-8.....	A.....	1	Teaching.....
Priest, Marcie E.....		Oipe.....	1865.....	.....	1	Housekeeping.....
Priest, Martha L.....		North Topeka.....	1869-74-75.....	.....	.....	Deceased.
Probascio, Olive, Mrs.....		Concordia.....	1885-6.....	B.....	.....	Deputy clerk.....
Procter, Ada C.....		Emporia.....	1873-5.....	H.....	4	Housekeeping.....
Ramsey, Ella M.....		Oipe.....	1884-5.....	B.....	1	Teaching.....
Ray, Anna.....		Horton.....	1887-8.....	B.....	3	Housekeeping.....
Rhoades, Mary E.....		Springfield.....	1875-6.....	A.....	0	"
Rich, Abbie B.....		Emporia.....	1867.....	B.....	3	Teaching.....
Rich, Frenetus.....		Seabon.....	1886-7.....	D.....	3	Teaching.....
Riger, Lizzie.....		Emporia.....	1885-6.....	B.....	1	Housekeeping.....
Robb, Molie.....		Belle Plaine.....	1875-6.....	A.....	2	Teaching.....
Roberts, K. E.....		McCune.....	1886.....	A.....	1	Teaching.....
Roberts, Mabel.....		Emporia.....	1875.....	B.....	1	Housekeeping.....
Roberts, Rachel.....		Belle Plaine.....	1883.....	P.....	1	"
Robh, Lulu.....		Idell.....	1887.....	A.....	1	"
Roper, Laura.....		Vias, Colo.....	1883-4.....	A.....	1	Teaching hotel.....
Roper, Minnie.....		Vias, Colo.....	1880-3.....	B.....	6	Keep hotel.....
Ross, Chittie B.....		Vias, Colo.....	1884-5.....	B.....	2	Teaching.....
Ross, Kate.....		Olpe.....	1884-5.....	B.....	2	"



## UNDERGRADUATES—LADIES—CONTINUED.

Name.	If married, present name.	Post office.	Years here.	Class.	Present occupation.	Remarks.
			Years taught.			
Sutton, Lucy Isabelle.....	Mrs. Staatz.....	Greely.....	1885-8.....	B.....	Housekeeping.....	
Sutherland, Lizzie.....		Enterprise.....	1885-6.....	C.....	Teaching.....	
Swank, Annie.....		Visalia, Cal.....	1886-7.....	A.....	"	
Tade, Alice C.....		Bonaparte, Iowa.....	1886.....		"	
Tade, Alice C.....		Bonaparte, Iowa.....	1886.....		"	
Tandy, Mary E.....		Coltonwood, Idaho.....	1875-6.....	I.....	Housekeeping.....	
Thomas, Mrs. Sarah.....		Leroy.....	1866-7.....	I.....	"	
Thompson, Libbie.....		White City.....	1876-7.....	I.....	Teaching.....	
Titlet, Alice L.....		Emporia.....	1881-7.....	B.....	"	
Trask, Ella.....		Emporia.....	1887-8.....	B.....	"	
Trees, Lillie May.....		Indianapolis, Ind.....	1887.....	A.....	Attending school.....	
Tressler, Kate.....		Americus.....	1883-5.....	D.....	Teaching.....	
Turner, Fannie May.....		Pontiac.....	1887-8.....	C.....	Besting.....	
Turner, Minnie F.....		Arkansas City....	1887-8.....	B.....	Housework.....	
Turner, Thinetta Lucinda.....		Grand Island.....	1886-7.....	B.....	Teaching.....	
Turner, Maria L.....		Pontiac.....	1887.....	I.....	"	
Tyler, Anna.....		Emporia.....	1886-7.....	A.....	"	
Ueberhein, Bertha.....		Pueblo, Col.....	1888.....	I.....	Teaching.....	
Van Voris, Mamie Luella.....		Americus.....	1885-6.....	B.....	"	
Van Norman, E.....	Mrs. E. Boughton.....	Vernon.....	1884-5.....	A.....	Housekeeping.....	
Wallace, Allie.....		Eureka.....	1878-9.....	B.....	"	
Warren, Alice.....		Buffalo.....	1886.....	K.....	Clerking.....	
Ward, Maria L.....		New York City, N. Y.....	1886-8.....	C.....	"	
Watrous, Frances.....		Dayton, W. T.....	1874-6.....	A.....	Housekeeping.....	
Weaver, Flora B.....		Peabody.....	1887-8.....	A.....	Housework.....	
Weeden, Helen.....		Spencer, Iowa.....	1883-4.....	C.....	Teaching.....	
Wellington, Minnie B.....		Parsons.....	1886.....	A.....	Attending Parsons High Sc'l.....	
Wessner, Josephine.....		Dalington, I. T.....	1875-6.....	A.....	Keeping hotel.....	
Wharton, Julia A.....		Admirie.....	1872.....		"	
Wheeler, Medie.....		Americus.....	1883-4.....	B.....	Housekeeping.....	
Whelan, Mary Hammert.....		Bellcone, Texas.....	1884.....	A.....	Teaching.....	
Whitaker, Mattie E.....		Chetopa,....	1875-8-87.....	I.....	"	
White, May.....		Mrs. McComb.....	1864-6.....	A.....	"	
White, Minnie Victoria.....		Emporia.....	1888.....	A.....	Teaching.....	

Williams, E. ....	Mrs. N. A. Rankin.....	Edgerton.....	1871-3.....	A.....	3	Housekeeping.....
Williams, Grace.....	Mrs. W. J. Ingram.....	Granville.....	1881-3.....	A.....	2	Teaching.....
Wilson, Fannie.....	Kingman.....	1888.....	A.....	2	Teaching.....	
Winne, Nellie.....	Saffordsville.....	1887.....	A.....	2	Clerking.....	
Witte, Jennie.....	Hazen, Ark.....	1882-3.....	B.....	2	Teaching.....	
Wofford, Sophia.....	Centralia.....	1886-7.....	K.....	2	Editorial.....	
Wolf, Mary A. ....	America.....	1886-8.....	C.....	5	Attending school.....	
Wolle, Carrie L. ....	Whitita.....	1885-6.....	D.....	4	Houskeeping.....	
Wood, Alice.....	Burlington.....	1887-8.....	A.....	9	.....	
Wood, Belle.....	Lanar, Mo.....	1874-5.....	C.....	2	Attending the Agr. College.....	
Wood, Mary L. ....	Marion.....	1888.....	A.....	0	.....	
Woods, Carrie.....	Montana.....	1887-8.....	B.....	2	.....	
Zimmerman, E. Jeannetta.....	Troy.....	1887-8.....	B.....	0	Attending the Agr. College.....	

## UNDERGRADUATES—GENTLEMEN.

Name.	Married or single.	Post office.	Years here.	Class.	Years taught.	Present occupation.	Remarks.
Abey, Frank L. ....	Married.....	Newton.....	1880-1.....	B.....	5	Druggist.....	.....
Abbot, Geo. B. ....	Married.....	Moundridge.....	1871-3.....	A.....	12	Farming.....	.....
Abell, Edward J. ....	Single.....	Wild Cat.....	1888.....	A.....	1	Teaching.....	.....
Abell, Robert C. ....	Single.....	Leonardville.....	1888.....	A.....	2	.....	} Killed by cars at Chicago.
Aiken, Chas. ....	.....	.....	1867-8.....	.....	.....	.....	.....
Allen, Ed. R. ....	Married.....	Cheyenne, Wyo.....	1871.....	D.....	0	Asst. Veterinarian, Wyoming.	.....
Ayers, Frank H. ....	Married.....	Topeka.....	1883-7.....	D.....	5	Teaching.....	.....
Bacheller, Roscoe M. ....	Single.....	Albuquerque, N. M. ....	1871-3.....	C.....	0	Loan agent.....	.....
Balch, L. N. ....	Married.....	Wattsburg, W. T. ....	1871.....	B.....	12	Teaching.....	.....
Balcomb, Ernest.....	Single.....	Hays City.....	1880-8.....	B.....	2	.....	.....
Bales, J. C. ....	Married.....	Youngtown.....	1870-1.....	A.....	10	Farming and stock-raising.....	.....
Bales, David M. ....	Single.....	Colorado Springs, Colo....	1868-9-70....	A.....	19	Teaching.....	.....
Ball, Jas. ....	Married.....	Eskridge.....	1888.....	A.....	4	Builder.....	.....
Barnesberger, Emanuel.....	Single.....	Los Angeles, Cal.....	1883-5-7.....	C.....	4	Teaching.....	.....
Barber, Andrew H. ....	Single.....	Moranstown.....	1881-8.....	I.....	5	.....	.....
Barnard, Truman H. ....	Single.....	Winchester.....	1885-6.....	C.....	3	Agent.....	.....
Barnes, Frank E. ....	Single.....	Rochester, N. Y. ....	1887-8.....	B.....	0	Teaching.....	.....
Barrington, T. H. ....	Married.....	McCracken.....	1868-9.....	H.....	6	Teaching.....	.....
Barry, O. E. ....	Single.....	Eureka.....	1880-2.....	P.....	2	Loan broker.....	.....
Barrett, Elmer.....	Single.....	Meivern.....	1883.....	P.....	0	Farming.....	.....

## UNDERGRADUATES—GENTLEMEN—CONTINUED.

Name.	Married or single.	Post office.	Years here.	Class	Present occupation.	Remarks.
			Years taught.			
Bates, Oren L....	Single.....	Abilene.....	1881-3.....	A.....	Teaching.....	
Beals, J. D....	Married.....	Bluffton, Wyo.....	1882-70.....	E.....	Insurance and loan.....	
Beavers, E. O....	Married.....	Ottumwa.....	1884.....	A.....	Farming.....	
Beck, John D....	Married.....	Greensburg.....	1875-6.....	C.....	Attorney at law.....	
Berrie, Harry H....	Married.....	Madison.....	1885-6.....	P.....	Farming.....	
Best, S. H....	Married.....	Emporia.....	1869-73.....	D.....	Teaching.....	
Bilbie, Grant....	Married.....	Iola.....	1885-7.....	C.....	Killed accidentally fall of 1885.	
Binns, David....	Married.....	Bennington.....	1880-2.....	D.....	Bank cashier.....	
Bixler, O. M....	Married.....	Rogers, Ark.....	1886-7.....	C.....	Loan and insurance.....	
Black, S. W....	Married.....	Pittsburgh.....	1886.....	I.....	Teaching.....	
Bake, I....	Married.....	Elk Falls.....	1882-3.....	C.....	Bank cashier.....	
Bloss, Schuyler Collax....	Single.....	Clay Center.....	1886-7.....	C.....	Teaching.....	
Bramhill, Arthur....	Single.....	Ivy.....	1881-3.....	B.....	0.....	
Braunhill, Frank M....	Single.....	Ivy.....	1886-7.....	C.....	Farming.....	
Brown, B. E....	Single.....	Piqua.....	1886.....	B.....	Farming and teaching.....	
Brown, John S....	Single.....	Springfield.....	1884.....	C.....	Farming.....	
Brown, O. W....	Single.....	Osgood City.....	1885-7.....	C.....	Teaching.....	
Brown, W. B....	Single.....	Howard.....	1887-8.....	C.....	County superintendent.....	
Buckles, A. Y....	Single.....	Sedan.....	1885-5.....	A.....	0.....	
Carlton, Charles M....	Single.....	Derby.....	1883-6.....	D.....	Teaching.....	
Carothers, Clarence....	Single.....	Villisca, Ia.....	1886-7.....	C.....	Student State Normal.....	
Carter, Charles C....	Single.....	Topeka.....	1886-8.....	C.....	" " " " ".....	
Carter, Walter O....	Married.....	Garden City.....	1880-1.....	A.....	Hardware and grocery.....	
Chittwood, Chas. Jos....	Single.....	Poppleton.....	1888-9.....	A.....	Teaching.....	
Cochran, H. V....	Single.....	North Topeka.....	1888-9.....	A.....	Carpenter.....	
Cooper, Jos. T....	Single.....	Derby.....	1883-6.....	D.....	Teaching.....	
Cox, Sanford C....	Married.....	Villisca, Ia.....	1886-8.....	C.....	Student State Normal.....	
Clark, Jos. H....	Single.....	Topeka.....	1880-1.....	A.....	Hardware and grocery.....	
Clark, T. Howard....	Married.....	Garden City.....	1888-9.....	A.....	Teaching.....	
Clemans, Erastus....	Married.....	Poppleton.....	1888-9.....	A.....	Carpenter.....	
Cline, Jas. C....	Single.....	North Topeka.....	1888-9.....	A.....	Teaching.....	
Collins, C. H....	Single.....	Derby.....	1883-6.....	D.....	Farming.....	
Crawford, Jerry T....	Single.....	Villisca, Ia.....	1881-2.....	A.....	Editor Sup't. Minn.apolis schools.....	
Creighton, Elmer....	Single.....	Topeka.....	1881-2-7-8.....	D.....	Teaching.....	
		Ottawa.....	1886.....	A.....	Salesman.....	
		Americus.....	1881-2-7-8.....	D.....	Student, University.....	
					Student State Normal.....	

Crockor, Chas. A.	Singel.	Saffordville.....	1884-5.....	P.....
Curtis, Abner S.	Married.....	Dunlap .....	1883-4-7.....	B.....
Dale, Peter.....	Married.....	Hillboro.....	1887-8.....	B.....
Dalrymple, E. E.	Singel.	Lincoln, Neb.....	1888-9.....	A.....
Dana, Chas. T.	Singel.	Gainesville.....	1873-5.....	D.....
Darst, Chas. L.	Singel.	Kansas City, Mo.....	1887-8.....	A.....
Davis, Perry A.	Singel.	Lahette.....	1887.....	A.....
Davidson, Kohl L.	Singel.	New City .....	1888.....	A.....
Day, J. V.	Singel.	Newport.....	1888.....	A.....
Davy, S. A.	Singel.	Riverton.....	1888.....	A.....
Davidoff, I. L.	Singel.	Herrington.....	1888.....	A.....
Dearborn, W. P.	Singel.	Bock Creek .....	1886.....	B.....
Decker, Ino A.	Singel.	Toledo, Oregon .....	1887.....	A.....
Deerfield, Ino B.	Singel.	Fruit Flit.....	1887-8.....	A.....
Denshen, W.	Singel.	Martion.....	1883-4.....	B.....
Dickerson, Jos. T.	Singel.	Paola .....	1888.....	L.....
Dodds, Geo.	Singel.	El Dorado .....	1886-7.....	C.....
Dougal, D. D. M.	Singel.	Emporia .....	1881-2.....	D.....
Dudley, W. H.	Singel.	Ottawa.....	1884-5.....	B.....
Ellis, Frank W.	Singel.	Lawrence.....	1883-4.....	F.....
Ennis, Cornelius M.	Singel.	Anapolis, Md.....	1886-7.....	B.....
Evans, W.	Singel.	Everett .....	1886-8.....	C.....
Eyer, Joseph.....	Married.....	Wauwata,	1884.....	B.....
Ferguson, T. B.	Singel.	Clyde.....	1887-8.....	A.....
Fessenden, Frank E.	Singel.	Concordia .....	1887.....	B.....
Fish, Willis A.	Married.....	Otumna .....	1870-1.....	B.....
Fleming, J. I.	Singel.	Smith Center.....	1885-6.....	B.....
Fleming, W. E.	Singel.	Ford Smith Center.....	1885-6.....	B.....
Fleming, Will O.	Singel.	Ford .....	1887-8.....	B.....
Ford, Edwin C.	Singel.	Leon .....	1888.....	A.....
Ford, Roll, Gran.	Singel.	Agricola .....	1883-L.....	C.....
Forbes, Chas. L.	Singel.	Emporia .....	1886-7-8.....	B.....
Fowler, C. S.	Singel.	Oakdale, Neb.....	1885-6.....	A.....
Frazier, Samuel.	Singel.	Seneca .....	1884-5.....	D.....
Funk, Abe L.	Singel.	Omni, Texas .....	1884-7.....	C.....
Gause, Ervin S.	Singel.	Homestead .....	1883-4-6.....	B.....
Gause, O. H.	Singel.	Alta Vista .....	1885-6-8.....	D.....
Gantz, Wm. O.	Singel.	Anson .....	1888-9.....	A.....
Gifford, Benj.....	Married.....	Lincolneville .....	1887-8-9.....	B.....
Gifford, Joseph B.	Singel.	Woodbine .....	1888-9.....	A.....
Gilbert, Geo. Gran.	Singel.	.....	1887-8-9.....	B.....

UNDERGRADUATES—GENTLEMEN—CONTINUED.

Name,	Married or single,	Post office,	Years here.	Class,	Present occupation,	Remarks.
Eleason Arthur.....	Married.....	Eureka.....	1867.....	A.....	Stock business .....	
Eleodon, Chas W.....	Married.....	St. John.....	1857-8.....	G.....	Teaching.....	
Fordton, Frank E. ....	Single.....	Linton.....	1856-9.....	C.....	Farming.....	
Freay Alfred V.....	Single.....	Ihaven.....	1857-8.....	B.....	Teaching.....	
Gregory D. L.....	Single.....	Yates Center.....	1857.....	A.....	Clerking.....	
Haire, Owen H.....	Single.....	Arkalon.....	.....	P.....	.....	{ Member Legisature.
Hale, James H.....	Single.....	Yates Center .....	1853-4.....	B.....	Farming and newspaper .....	
Hallberg, Chas. G.....	Married.....	Emporia .....	1873.....	P.....	Florist.....	
Hanniball, D. ....	Married.....	Emporia .....	1856-7.....	A.....	Lumber business.....	
Harrington, Wm. ....	Single.....	Lutchninson .....	1858.....	I.....	Drilling business.....	
Harrison, A. F. ....	Married.....	Greely .....	1856-6.....	D.....	Merchant.....	
Hart, Jno. P. ....	Married.....	Pleasanton .....	1852-3.....	B.....	Farming.....	
Hawarrel, Geo. W.....	Single.....	Bethel .....	1858.....	A.....	Teaching.....	
Hatten, Ansel Frank.....	Married.....	Westphalia .....	1857-8.....	A.....	Journalalist.....	
Haynes H. S. ....	Married.....	Council Grove .....	1852-3-4.....	D.....	Clerking (lumber).....	
Haynes, W. E. ....	Married.....	Norwich .....	1852-3-4.....	D.....	Merchant (hardware).....	
Hazelaker, S. A. ....	Married.....	Pleasanton .....	1855-6.....	D.....	Teaching.....	
Heizer, Root C. ....	Married.....	Osgo City .....	1853-4.....	B.....	Farming.....	
Hendolph, Dillon O. ....	Married.....	Craig Center .....	1858.....	A.....	Teaching.....	
Herod, Harry Brough .....	Single.....	Maud .....	1851-3.....	C.....	Farming.....	
Hernert, Andrew V. ....	Married.....	Kansas City, Mo. ....	1875-5.....	B.....	Bookkeeper .....	
Hicks, Jesse E. ....	Single.....	Fulchinson .....	1853.....	B.....	Teaching .....	
Hill, S. W. ....	Married.....	Springfield .....	1857-12-3-4.....	A.....	Attorney at law .....	
Hillerman, P. P. ....	Single.....	San Diego, Cal .....	1851-5.....	P.....	Livery business .....	
Hirschler, H. A. ....	Single.....	San Diego, Cal .....	1852-4.....	A.....	U. S. mail carrier .....	
Hudson, Frank L. ....	Married.....	Harveyville .....	1851-3.....	C.....	Farming .....	
Holzinger, B. F. ....	Single.....	Rosedale .....	1870.....	C.....	Mercantile and farming .....	
Holzinger, Charles .....	Married.....	Rosedale .....	.....	B.....	Merchant .....	
Holzinger, W. S. ....	Married.....	Rosedale .....	1865-9.....	A.....	Real estate and insurance .....	
Hover, Ed. M. ....	Single.....	Fairlead .....	1852-3.....	B.....	Milling and clerking .....	
Hover, Frank .....	Married.....	Columbus .....	1850-5.....	P.....	Deputy Co. Treasurer .....	
Hoyer, Noe. T. ....	Single.....	Ashland, Ore. ....	1851-6.....	D.....	Teaching .....	
Hordman, W. R. ....	Married.....	Carlton .....	1855-7.....	A.....	City assessor .....	
Hoyde, Carlton .....	Single.....	Emporia .....	1856-7.....	A.....	Farming .....	

Hudson, Edward F.	Married.....	Piedmont.....	B.....	5
Hull, A. L.....	Single.....	Speareville.....	A.....	2
Hunner, A. C.....	Single.....	Chicago, Ill.....	H.....	2
Hunt, Chas. F.	Married.....	Fenton, N. M.....	A.....	2
Hunt, E. L.....	Married.....	Imporia.....	A.....	1
Jaguth, A. K.....	Single.....	Latah, W. T.....	C.....	5
Jaguth, James H.....	Single.....	Americus.....	A.....	0
Jedlicka, Joseph.....	Married.....	Wilson.....	D.....	3
Johnson, John M.....	Single.....	Robinson.....	A.....	1
Jones, A. H.....	Single.....	Hutchinson.....	C.....	3
Jones, J. E.....	Single.....	Lyndon.....	B.....	3
Jones, Wilber S.....	Married.....	Yates Center.....	A.....	4
Jordan, Arthur.....	Married.....	Topeka,.....	B.....	4
Kempton, Forrest.....	Single.....	Kincaid.....	1882.....	5
Kennet, H. T.....	Married.....	Eureka.....	1886-9-7-0-1.....	4
Kenner, James W.....	Married.....	Ibreka.....	1870-1-4.....	3
Keys, Albert V.....	Single.....	Iclo.....	1878.....	0
Keys, Luther M.....	Married.....	Fish, Center.....	1875-5-6.....	0
Kirby, Augustine H.....	Single.....	Industry.....	1888.....	1
Kirkendall, J. T.....	Married.....	Emporia.....	G.....	1
Kirtell, Geo. H.....	Single.....	Newton.....	B.....	1
Krebs, H. P.....	Married.....	Fairlead.....	A.....	2
Krehel, John W.....	Married.....	Montridge,.....	A.....	1
Landen, J. W.....	Married.....	.....	H.....	1
Lanier, Chas. H.....	Married.....	Freham.....	1865.....	Died Oct., '67.
Lawrence, Elmer.....	Single.....	Vard.....	1882-3.....	Postmaster.....
Lawrence, Willis.....	Married.....	Fultsburg.....	1886.....	Broom manufacturing.....
Layton, Wilford H.....	Married.....	Yates Center.....	1879-80.....	Teaching.....
Lehmann, A. H.....	Single.....	Faislead.....	1883.....	Teaching.....
Lehmann, C. A.....	Single.....	Faislead.....	1886-7.....	Clerking, clothing house.....
Lehmann, D. B.....	Single.....	Faislead.....	1881-3.....	Farming.....
Lewis, Fred. S.....	Single.....	Downs.....	1884-5.....	Clerking, clothing house.....
Lindley, Horace B.....	Single.....	Dunlap.....	1886-7-2.....	Teaching.....
Longenecker, Oscar.....	Single.....	Paola.....	1888.....	B.....
Loy, Chas. M.....	Married.....	Council Grove.....	1881.....	A.....
Loy, C. A.....	Married.....	Spangle, W. T.....	1880-1.....	D.....
Loy, Harry A.....	Single.....	Americus.....	1881-3.....	B.....
Lugannill, Jas. A.....	Married.....	Moundridge.....	1886-7.....	Clerking.....
Lynn, Joseph A.....	Single.....	Neosho Falls.....	1872.....	Farming.....
Martin, Luther.....	Single.....	Hazelton.....	1886-7.....	Teaching.....
Mayhew, Albert E.....	Married.....	Vernillon.....	1884-5.....	Agricultural implement dealer.....
Meskrinos, J. R.....	Single.....	Emporia.....	1886-8.....	Student, State Normal.....

## UNDERGRADUATES—GENTLEMEN—CONTINUED.

Name.	Married or single.	Post office.	Years here.	Class.	Present occupation.	Remarks.
			Years taught.			
Michaels, Samuel C.	Sing.	Osaratonie,....	1837-8.	B.....	Teaching.....	
Middleton, A. C.	Sing.	Colonial Grove,....	1837-2.	A.....	Teaching.....	
Miles, Arthur J.	Sing.	Euporia,....	1830-3.	C.....	Farming.....	
Miller, Geo. L.	Married.	Euporia,....	1837-81.	B.....	Teaching.....	
Minor, C. S.	Sing.	Euporia,....	1833-5.	C.....	Farming.....	
Minnich, Bert.	Sing.	Derby,....	1834-6.	D.....	Merchant.....	
Moll, Wm. C.	Sing.	Littie River,....	1835-6.	B.....	Farming.....	
Moore, E. J.	Married.	Americans,....	1837-2-3.	A.....	Fruit and stock.....	
Morgan, W. T.	Sing.	Flat,....	1838.	C.....	Teaching.....	
Morrison, C. H.	Married.	Topeka,....	1832-4.	C.....	Watchmaker, and loan broker,	
Murdock, Lester H.	Sing.	Irlinboldt,....	1837-8.	A.....	Student, State Normal,....	
Nyler, L. S.	Sing.	Toledo, II,....	1838.	C.....	Teaching.....	
MacDonald, R. L.	Sing.	Meade Center,....	1837-8.	B.....	Hardware business,....	
McCall, J. A.	Married.	Jamesstown, Ohio,....	1836-7.	A.....	Farming.....	
McClain, John F.	Sing.	Emporia,....	1835-6.	A.....	Farming.....	
McLelland, R. D. M.	Sing.	Emporia,....	1836-8.	B.....	Teaching.....	Deceased.
McMure, J. B.	Sing.	Perry,....	1838.	A.....	Teaching.....	
McCurkin, C. C.	Sing.	City Center,....	1837.	A.....	Student, State Normal,....	
McCurkin, Hugh L.	Sing.	City Center,....	1837-8.	B.....	Farming.....	
McConahay, Chas. F.	Sing.	Howard,....	1837-8.	B.....	Quarryman,....	
McCullough, Wm. C.	Married.	Rosedale,....	1832.	C.....	Teaching.....	
McGuire, B. S.	Sing.	Elk City,....	1834-5.	B.....	Teaching.....	
McIlvain, Chas.	Sing.	Hartford,....	1837-9.	A.....	Teaching.....	
McIlvain, Wm. B.	Sing.	Hartford,....	1839.	A.....	Farming.....	
McLean, David.	Sing.	City Center,....	1836.	B.....	Teaching and farming,....	
McMahon, Wm. S. T.	Married.	Turon,....	1836.	A.....	Teaching.....	
McMurry, W. E.	Married.	Hutchinson,....	1833.	.....	Teaching.....	
Newman, J. M.	Married.	Enfield, II,....	1837-8.	C.....	Teaching So. Ill. College,....	
Ogden, Quincy B.	Sing.	Santa Ana, Cal.,....	1834-5.	P.....	Bookkeeping,....	
Ogg, Geo. W.	Married.	Douglas,....	1835-6.	A.....	Railroading,....	
Paine, Edwin C.	Married.	Admire City,....	1838.	C.....	Farming.....	
Paine, Wm. Henry	Married.	Adrian, Mich.,....	1830-1.	A.....	Attending college,....	
Palmer, M. A.	Auhle.	1836-8.	P.....	P.....	Bookkeeping,....	

Payne, F. P.	Single.....	1872-4	I.....	0
Petuti, Frank D.	Topeka.....	1883-4	D.....	3
Phillips, A. S.	Singel.....	1884-9	H.....	1
Phillips, E. A.	Dwight.....	1882-3	D.....	3
Pickett, H. T.	Greenwich.....	1882-3	G.....	2
Pieratt, James M.	Emporia.....	1874-5	Teaching.....	2
Pirle, J. W.	Strawn.....	1888-	Railroad tax contractor.....	1
Piumb, A. W.	Wilsey.....	1882-3	Blacksmith and wagonmaker.....	1
Pollock, Thos. A.	Reading.....	1865-6	Merchant.....	2
Powell, B. H.	Lawrence.....	1882-3	Student, State University.....	0
Powell, Wm.		1882-3-6	Deceased.....	0
Price, Wm.		1882-3	Deceased.....	0
Pritchard, W. H.	Married.....	1865-70	G.....	5
	Single.....	1884-5-7-8	C.....	3
Reese, Edward L.	El Dorado.....	1886-7	B.....	0
Rice, C. H.	Madison.....	1886-7	Civil engineering.....	0
Rich, Stephen H.	Independence.....	1867-9	D.....	0
Rickerd, Chas. H.	Emporia.....	1883-5	D.....	0
Rickerd, Oran C.	Adaire.....	1885-7	B.....	0
Rieder, W. H.	Americus.....	1887-8	Farming.....	0
Bigg, Melvin G.	Leon.....	1887-8	Teaching.....	1
Roe, Jno F.	Erie.....	1887-8	"	1
Rogers, Edwin.	Dwight.....	1887-8	Teaching.....	1
Rogers, Wm. A.	Singel.....	1884-8	Student in college.....	0
Rosecrans, W. M. O.	Batavia Creek .....	1886-7	Teaching.....	2
Ross, H. R.	Clear Dale.....	1884-7	Teaching.....	2
Rossman, Henry A.	St. John.....	1890-1	Business.....	3
Ruth, J. C.	Paola.....	1886-7	Teaching.....	0
Rutty, Luman.	Walla Walla.....	1887	Farming.....	2
Ryan, Frank.	Meriden .....	1870-1	Farming.....	3
	Single.....	1885-	C.....	0
Sanders, Spencer E.	Neutral City, Ind. T.	1887-	Head waiter.....	0
Sax, A. O.	Singel.....	A.....	Teaching and farming.....	2
Sax, F. P.	Americus.....	1885-7-8	D.....	2
Sax, F. P.	Americus.....	1887	Teaching.....	0
Sax, F. P.	Fruitland, W. T.	1885-7-8	Farming.....	3
Scandrett, Harvey	Piedmont.....	1883-4	Teaching.....	4
Searl, J. I.	Miltonvale.....	1887	"	3
Schrol, J. D.	Paola.....	1888	Attending school.....	0
Scott, F. H.	Topeka.....	1886-7-8	Real estate.....	0
Scott, S. A.	Singel.....	1886-7-8	"	4
Severt, W. H.	Married.....	1886-7-8	Farming.....	0
Sevather, C.	Reading.....	1887-8	Teaching.....	0
Shaw, E. G.	Atlanta.....	1880-3	Student.....	0
Silver, Herbert E.	Single.....	1887-8	Farming.....	1
	Emporia .....		A .....	

## UNDERGRADUATES—GENTLEMEN—CONCLUDED.

Name,	Married or single,	Post office.	Years here.	Class.	Present occupation.	Remarks.
			Years taught.			
Skinner, E. T.	Single	Beverly	1887.	A.....	Merchant.	
Sloan, Elmer	Single	Leon	1887.	A.....	Teaching.	
Smith, F. A.	Married	Cuba	1881-2.	B.....	Surveyor.	
Smith, J. R.	Single	Kansas City, Kas.	1886-7-8.	C.....	Teaching.	
Smith, R. V.	Single	Potwin	1888.	A.....	"	
Snodgrass, W. C.	Single	Gordon	1886.	A.....	"	
Socofsky, D. D.	Single	Tampa	1887-8.	A.....	Farming.	
Spencer, Wilber H.	Single	Reading	1883-5-6.	B.....	Teaching.	
Stanley, Daniel W.	Married	Madison	1882-5.	B.....	Teaching.	
Starts, Wm. F.	Single	Millersburg, Ind.	1888.	A.....	Clerk.	
Star, M. Q.	Married	Madison	1882-3-5.	B.....	Teaching.	
Stanier, C. A.	Married	Chanute	1871-2.	A.....	Printer.	
Stevens, Geo. W.	Single	Emporia	1888.	A.....	Teaching.	
Stevenson, W. C.	Single	Bareka	1883-4.	H.....	Bookkeeper.	
Stillman, Sylvester P.	Single	Heyworth, Ill.	1885.	A.....	Farming.	
Stratton, J. L.	Single	Hartford	1881-2.	P.....	Farming and stock-raising.	
Stratton, Rosecrans	Single	Arkansas City	1882-3.	A.....	See, and Treas. Ark. City Cattle Company.	
Strong, Clarence W.	Single	Magnolia	1886.	A.....	Teaching.	
Strong, W. A.	Single	Ellinwood	1888.	I.....	Farming and teaching.	
Suddock, J. L.	Single	Kingston, N. M.	1876-7.	A.....	Gold prospector.	
Swaton, J. R.	Single	Los Angeles, Cal.	1887-8.	C.....	Grad'd in Cal. S. N., June 30.	
Swartz, Amos	Single	Aurora	1883-4.	A.....	Deceased.	
Taylor, Edward F.	Married	Kansas City, Kas.	1884.	B.....	Co. Supl. Wyandotte county	
Taylor, G. A.	Single	Argentine	1885.	A.....	Banking.	
Taylor, I. C.	Single	Scandia	1886.	A.....	Hardware clerk.	
Tear, D. A.	Married	Furley	1886-8.	H.....	Student at Normal.	
Towne, Walter J.	Single	Topeka	1885-6.	A.....	Civil engineer R. R.	
Townsend, J. M.	Single	Wichita	1881-2.	B.....	Teaching.	
Toevs, John	Married	Moundridge	1881.	A.....	Bank cashier.	
Thompson, Mark	Single	Santa Barbara, Cal.	1883-5.	A.....	Accountant.	
Trainer, Thos.	Single	Fitzburg	1886-8.	C.....	Teaching.	
Taylor, E. D.	Married	Iebo	1878-9-80.	A.....	Banking.	
Tressler, A. D.	Single	Americus	1885-6.	A.....	Deceased.	
Tressler, Geo. A.	Single	Concord, Neb.	1873-4.	I.....	Attending school.	
Turner, Jas. M.	Single	Hamilton	1887.	A.....	Lieut. 21st U. S. Infantry.	
Turner, T. C.	Single				Teaching.	3

Van Cleave, James W.....	Single.....	Elco.....	1884-6.....	A.....	Farmer.....
Van Voris, W. A.....	Single.....	Americus.....	1885-6.....	B.....	Teaching.....
Vetrio, S. E.....	Married.....	Le Roy.....	1881-2.....	P.....	Farming.....
Walter, John H.....	Single.....	Grenola.....	1887-8.....	B.....	Farmer.....
Wall, A. J.....	Single.....	Hillsboro.....	1886-7.....	A.....	Teaching.....
Wall, Gerhard A.....	Single.....	Hillsboro.....	1887-8-9.....	A.....	Student, State Normal.....
Wallace, Asa A.....	Single.....	Silver City, N. M.....	1882-3.....	B.....	Teaching.....
Wallace, L. W.....	Single.....	Eureka.....	1876.....	A.....	Under-sheriff.....
Watson, B. T.....	Married.....	Cottonwood Falls.....	1880-3-7.....	G.....	Teaching.....
Watson, T. C.....	Married.....	Emporia.....	1865-6-7.....	B.....	Stock business.....
Watters, F. A.....	Single.....	Pittsburg.....	1886-7-8.....	C.....	Teaching.....
Way, J. C.....	Married.....	Emporia.....	1870-1-2-4-5-6.....	C.....	Architect, real estate, ins.....
Wheelock, J. M.....	Married.....	Albuquerque, N. M.....	1872-3.....	B.....	0
White, J. W.....	Single.....	Moline.....	1888.....	A.....	0
White, R. A.....	Married.....	Waverly, Neh.....	1874-7.....	D.....	Minister.....
Williams, H. H.....	Single.....	Emporia.....	1883-4-5-6.....	D.....	Letter carrier.....
Wilcox, C. G.....	Single.....	Hinavatha.....	1886-7.....	A.....	Teaching.....
Wilson, Allen.....	Single.....	Bethany, W. Va.....	1886-8.....	B.....	Attending college.....
Winner, H. V.....	Single.....	Oipe.....	1883.....	A.....	0
Wood, Wallace A.....	Married.....	Endicott.....	1873-4-5.....	A.....	Teaching.....
Worrell, Albert A.....	Married.....	Clayton, Ind.....	1881-2.....	A.....	Farming.....
Wortman, J. O.....	Single.....	Pleasanton.....	1872-3.....	B.....	"
Wright, J. O.....	Married.....	Wauunia, Ind. T.....	1884-5.....	C.....	Student, State Normal.....
Wright, L. A.....	Married.....	San Diego, Cal.....	1881-2-3-4.....	D.....	Superintendent of schools.....
Wright, Ledra R.....	Single.....	Dallas, Texas.....	1875-6.....	B.....	Editor "Sun".....
Zimmerman, J. P.....	Single.....	Troy.....	1888.....	A.....	Bank clerk, land examiner.....
				0	Farming.....

NOTE.—The fire (see page 113) occurred on the morning of October 27th. Authorities within reach of the proof-reader give date October 26th. The official report says "night of October 26th," which misled Wilder and some others.



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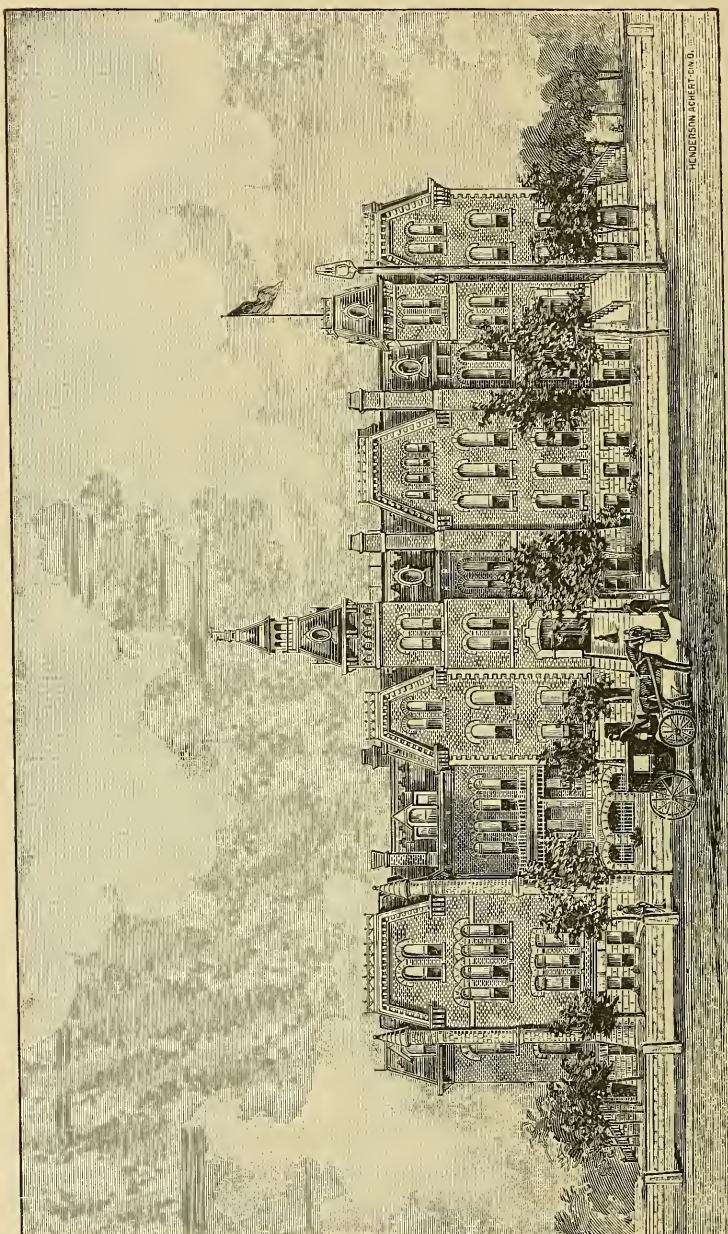
PART II.

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HENDERSON, KETCHUM & CO.

# ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF THE

# STATE NORMAL SCHOOL,

EMPORIA, KANSAS.

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TWENTY-FIFTH YEAR.

1888-89.

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*Non Forma sed Spiritus.*

TOPEKA.

KANSAS PUBLISHING HOUSE: CLIFFORD C. BAKER, STATE PRINTER.  
1889.



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## REGISTER OF STUDENTS.

1888-9.

## POST-GRADUATES.

NAME.	POST OFFICE—COUNTY.
Crooks, Alexander David,	<i>Osage City, Osage.</i>
Gridley, Emma Lorette,	<i>Kingman, Kingman.</i>
Judd, Etta,	<i>Melvern, Osage.</i>
Judd, Alfreda,	<i>Melvern, Osage.</i>
McClain, John Andrew,	<i>Osage City, Osage.</i>
Putnam, Letha Eastwood,	<i>Emporia, Lyon.</i>

## FOURTH YEAR

## SENIORS—(H CLASS).

## LATIN COURSE.

Bogle, Artemas Melvin,	<i>Pittsburg, Crawford.</i>
Whitney, Mary Alice,	<i>Emporia, Lyon.</i>

## ENGLISH COURSE.

Jones, Humphrey William,	<i>Manhattan, Riley.</i>
Minor, Lucy Ann,	<i>Emporia, Lyon.</i>

## ELEMENTARY COURSE.

Adams, George Irving,	<i>Moran, Allen.</i>
Armstrong, Lyman Herbert,	<i>Frankfort, Marshall.</i>
Bacon, Laura Kate,	<i>Moran, Allen.</i>
Boyles, Anna Bowen,	<i>Hutchinson, Reno.</i>
Brazil, Jeanne H.,	<i>Moline, Elk.</i>
Brooks, Jennie May,	<i>Ottawa, Franklin.</i>
Brown, Love,	<i>Osage City, Osage.</i>
Campbell, Thomas William,	<i>Barrett, Marshall.</i>
Cochran, Lucy Annis,	<i>Penfield, Osage.</i>
Collins, Nellie Louise,	<i>Emporia, Lyon.</i>
Evans, Alice Lee,	<i>Stafford, Stafford.</i>
Ferguson, Daisy Dutten,	<i>Emporia, Lyon.</i>
Frazier, John,	<i>Austin, Neosho.</i>
Gause, Ida May,	<i>Emporia, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
Gordon, Joseph Wesley,	Horton, Brown.
Harris, Laura Belle,	Emporia, Lyon.
Johnson, Ora Anna,	Bunker Hill, Russell.
King, Maggie M.,	Hazelton, Barber.
Maxson, Jeannette,	Emporia, Lyon.
McCoy, Martha Scott,	Topeka, Shawnee.
Miller, Frances E.,	Kansas City, Mo.
Orem, Rebecca,	Baileyville, Nemaha.
Phillips, Albert Shelton,	Dwight, Morris.
Piatt, Marcellus,	Belle Plaine, Sumner.
Reed, William Wallace,	Nickerson, Reno.
Rhodes, Jeremiah Milton,	Jasper, Mo.
Rhodes, Jemima O.,	Jasper, Mo.
Rudisill, Flora Alice,	Emporia, Lyon.
Spiers, Gertrude,	Lyons, Rice.
Stevenson, William Clarence,	Eureka, Greenwood.
Tear, Daniel Ambrose,	Furley, Sedgwick.
Waring, Fannie,	Peabody, Marion.
Whitson, Ida May,	Vincent, Osborne.
Williams, Samuel Douglas,	Parsons, Labette.
Wishard, Lewis Henry,	Augusta, Butler.
Woods, Carrie Ellen,	Montana, Labette.

## ACADEMIC COURSE.

Jay, Inez,	Lyons, Rice.
Parker, Albert Lincoln,	Jasper, Mo.

## JUNIORS — (G CLASS).

Culver, Hattie Margaret,	Emporia, Lyon.
Easter, Jacob Huff,	Holton, Jackson.
Enloe, Enoch Licurgus,	Coolidge, Hamilton.
Espenlaub, Elizabeth Fredricca,	Rosedale, Wyandotte.
Hiner, Lucie A.,	Emporia, Lyon.
Hutchings, Charles William,	Emporia, Lyon.
Jones, Rosa May,	Emporia, Lyon.
King, Julia Belle,	Winfield, Cowley.
Kirkendall, Grace,	Emporia, Lyon.
Knowles, Julia Adgate,	Ottawa, Ohio.
Knowles, Sarah Cecelia,	Ottawa, Ohio.
Madden, May Belle,	Independence, Montgomery.
Straight, Mary Elizabeth,	Dunlap, Morris.
Wilcox, Ida Rosella,	Concordia, Cloud.
Wilson, Eda Annetta Estella Florence,	Olpe, Lyon.

## THIRD YEAR.

NAME.	POST OFFICE—COUNTY.
Colestock, Mrs. Minnie Asher,	<i>Kansas City, Wyandotte.</i>
Collet, Alonzo McGee,	<i>Moran, Allen.</i>
Culver, Chester Murphy,	<i>Emporia, Lyon.</i>
Drake, Bertha Mae,	<i>Emporia, Lyon.</i>
Hogle, Ada,	<i>Emporia, Lyon.</i>
Lewis, Ethel Lynn,	<i>Emporia, Lyon.</i>
Manning, Harris W.,	<i>Emporia, Lyon.</i>
Wilbur, Hettie,	<i>Admire, Lyon.</i>

## SECOND YEAR.

## D CLASS.

Baxter, Louis Warren,	<i>Emporia, Lyon.</i>
Best, Alice Elizabeth,	<i>Emporia, Lyon.</i>
Branson, Mattie Jane,	<i>Hartford, Lyon.</i>
Bishoff, Mark Lincoln,	<i>Eudora, Douglas.</i>
Brinkerhoff, Charles Nelson,	<i>Colfax, Chautauqua.</i>
Brown, William Brazil,	<i>Howard, Elk.</i>
Carman, Alice,	<i>Phillipsburg, Phillips.</i>
Carpenter, Mertie Luella,	<i>Piqua, Woodson.</i>
Carter, Charles Clive,	<i>Topeka, Shawnee.</i>
Chadwick, Mary Mae,	<i>Marion, Marion.</i>
Coffman, Alka Blanche,	<i>Emporia, Lyon.</i>
Creighton, Elmer Orr,	<i>Coffeysburg, Mo.</i>
Frazier, Elizabeth,	<i>Austin, Neosho.</i>
Grant, Grace Fannie,	<i>Arvonia, Osage.</i>
Gordon, Mary Arabelle,	<i>Horton, Brown.</i>
Hall, William Bastow,	<i>Bateham, Clay.</i>
Hatfield, Adaline,	<i>Norton, Norton.</i>
Hays, Frank Seymour,	<i>Richland, Shawnee.</i>
Hench, Elmer Ethridge Ellsworth,	<i>Fountaindale, Ill.</i>
Holman, Araminta,	<i>Leavenworth, Leavenworth.</i>
Hubbard, Flora,	<i>Galena, Cherokee.</i>
Keezel, Mrs. Carrie Francelia Brown,	<i>Lecompton, Douglas.</i>
Kyser, Willis Melvin,	<i>Grenola, Elk.</i>
Leonard, Mary Agnes,	<i>Americus, Lyon.</i>
Longenecker, Florence Reichard,	<i>Paola, Miami.</i>
Mack, Lola Lydia,	<i>McPherson, McPherson.</i>
Meskimons, James Raper,	<i>Emporia, Lyon.</i>
Meskimen, Lillie May,	<i>Onaga, Pottawatomie.</i>
Miller, Della May,	<i>Emporia, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
Montgomery, Samuel Newton,	<i>Galena, Cherokee.</i>
Parsons, Hiram Alzamon Melvin,	<i>Carey, Montgomery.</i>
Rhodes, Allie May,	<i>Jasper, Mo.</i>
Rubow, Laura Anna,	<i>Scranton, Osage.</i>
Ruggles, Robert Mitchell,	<i>Emporia, Lyon.</i>
Thomas, Amelia,	<i>Junction City, Geary.</i>
Thompson, John A.,	<i>Grenola, Elk.</i>
Weaver, Anna Grace,	<i>Emporia, Lyon.</i>
Weir, William,	<i>Topeka, Shawnee.</i>
Wilson, Nora,	<i>Onaga, Pottawatomie.</i>
C CLASS.	
Adams, John Quiney,	<i>Hoyt, Jackson.</i>
Bacon, Henrietta Elizabeth,	<i>Fancy Creek, Clay.</i>
Ball, Laura Belle,	<i>Oswego, Labette.</i>
Barnes, Charles William,	<i>Emporia, Lyon.</i>
Blanton, Rosabel Aye,	<i>Topeka, Shawnee.</i>
Bogar, Thomas Portrum,	<i>Pittsburg, Crawford.</i>
Brandley, Clare,	<i>Matfield Green, Chase.</i>
Brown, Benjamin Eli,	<i>Piqua, Woodson.</i>
Brown, Ora Chilmissae,	<i>Aulne, Marion.</i>
Carothers, Clarence Grant,	<i>Villisca, Iowa.</i>
Clark, Henrietta,	<i>Topeka, Shawnee.</i>
Clark, Elva Enola,	<i>Emporia, Lyon.</i>
Colburn, James M.,	<i>Salina, Saline.</i>
Cooke, Fannie,	<i>Emporia, Lyon.</i>
Covert, Nellie Penelope,	<i>Florence, Marion.</i>
Edge, Edith,	<i>Leavenworth, Leavenworth.</i>
Elliott, Hiram W.,	<i>Chanute, Neosho.</i>
Fauble, Carrie Estella,	<i>Perry, Jefferson.</i>
Fauble, Ollie Genevieve,	<i>Perry, Jefferson.</i>
Ferguson, Katie Bernice Jane,	<i>Humboldt, Allen.</i>
Ferguson, Lu Etta,	<i>Emporia, Lyon.</i>
Fisher, Kate,	<i>Rosedale, Wyandotte.</i>
Gilman, Hattie Grace,	<i>Boling, Leavenworth.</i>
Gordon, Frank Elwood,	<i>Horton, Brown.</i>
Griffith, Sue M.,	<i>Canton, McPherson.</i>
Hadden, Rose Evelyn,	<i>Smith Center, Smith.</i>
Harris, Ida Elma,	<i>Emporia, Lyon.</i>
Hinds, Sadie,	<i>Turon, Reno.</i>
Hinshaw, Clara Valetta,	<i>Emporia, Lyon.</i>
Hummer, Cynthia Elizabeth,	<i>Emporia, Lyon.</i>
Jackson, Mary Florence,	<i>New Albany, Wilson.</i>
Kane, Lizzie Marie,	<i>Scott, Scott.</i>
Keithly, Charles Edward,	<i>Walnut, Crawford.</i>
Kenwell, Joseph Cyrus,	<i>Emporia, Lyon.</i>
Kittell, George Henry,	<i>Newton, Harvey.</i>

NAME.	POST OFFICE—COUNTY.
Lanning, Ella, . . . . .	<i>LaCygne, Linn.</i>
Lewis, Eliza Ann, . . . . .	<i>Emporia, Lyon.</i>
Liggett, Florence Jane, . . . . .	<i>Emporia, Lyon.</i>
Liggett, Roy Shannon, . . . . .	<i>Emporia, Lyon.</i>
McCartney, Ethel Blanche, . . . . .	<i>Valley Falls, Jefferson.</i>
McClurkin, Cyrus Cameron, . . . . .	<i>Clay Center, Clay.</i>
McKee, Edna Iona, . . . . .	<i>Emporia, Lyon.</i>
Miller, William Elonzo, . . . . .	<i>Americus, Lyon.</i>
Millikan, Mary Grace, . . . . .	<i>Wichita, Sedgwick.</i>
Millikan, Max Frank, . . . . .	<i>Wichita, Sedgwick.</i>
Moller, Louetta Myrtle, . . . . .	<i>Seabrook, Shawnee.</i>
Morgan, Margaret Caroline, . . . . .	<i>Council Grove, Morris.</i>
Myler, Ada Douglas, . . . . .	<i>Iola, Allen.</i>
Owen, Clara, . . . . .	<i>North Topeka, Shawnee.</i>
Patterson, Jennie, . . . . .	<i>Hamilton, Greenwood.</i>
Phillips, Everett Ney, . . . . .	<i>Emporia, Lyon.</i>
Powell, Edna, . . . . .	<i>Eutopia, Greenwood.</i>
Reiber, Willow Bell, . . . . .	<i>Emporia, Lyon.</i>
Rickert, Cornelius P., . . . . .	<i>Newton, Harvey.</i>
Roberts, Mary Jane,* . . . . .	<i>Emporia, Lyon.</i>
Russell, John Tecumseh, . . . . .	<i>Bronson, Bourbon.</i>
Settle, Marcus D., . . . . .	<i>Mullenville, Kiowa.</i>
Shepherd, Grace Marie, . . . . .	<i>Lenora, Norton.</i>
Smith, Olive Aurelia, . . . . .	<i>Emporia, Lyon.</i>
Smith, Sarah Evelyn, . . . . .	<i>Emporia, Lyon.</i>
Smith, Sarah Louisa, . . . . .	<i>Lansing, Leavenworth.</i>
Spence, Mary Olive, . . . . .	<i>Emporia, Lyon.</i>
Stevens, Clarence Allen, . . . . .	<i>Nickerson, Reno.</i>
Stout, Ella, . . . . .	<i>Emporia, Lyon.</i>
Stout, Eva Lenora, . . . . .	<i>Plymouth, Lyon.</i>
Strain, Augustin Sackett, . . . . .	<i>Emporia, Lyon.</i>
Titt, Alice Louise, . . . . .	<i>White City, Morris.</i>
Tressler, George Abner, . . . . .	<i>Americus, Lyon.</i>
Turner, Fannie May, . . . . .	<i>Pontiac, Butler.</i>
White, Ambrose, . . . . .	<i>Americus, Lyon.</i>
Wilhite, Etta Belle, . . . . .	<i>Emporia, Lyon.</i>
Wolf, George Melden, . . . . .	<i>Americus, Lyon.</i>

## FIRST YEAR.

## B CLASS.

Albach, Rosetta Marguerite, . . . . .	<i>Scranton, Osage.</i>
Alexander, Margaret Elizabeth, . . . . .	<i>Emporia, Lyon.</i>
Bacon, Adaline Maria, . . . . .	<i>Fancy Creek, Clay.</i>

\* Deceased.

NAME.	POST OFFICE—COUNTY.
Baird, William Allen, . . . . .	<i>Cuba, Republic.</i>
Ballew, Thomas Joseph, . . . . .	<i>Allen, Lyon.</i>
Barber, Andrew Hamilton, . . . . .	<i>Morantown, Allen.</i>
Bates, Oren L., . . . . .	<i>Abilene, Dickinson.</i>
Baxter, Thomas, . . . . .	<i>Emporia, Lyon.</i>
Beaty, Mariah Elizabeth, . . . . .	<i>Weir, Cherokee.</i>
Betty, Evangeline, . . . . .	<i>Hazelton, Barber.</i>
Binford, Gurney, . . . . .	<i>Haviland, Kiowa.</i>
Bishop, Elmer Ellsworth, . . . . .	<i>Grenola, Elk.</i>
Boothe, Anna Belle, . . . . .	<i>Melvern, Osage.</i>
Boothe, Sadie Ann, . . . . .	<i>Melvern, Osage.</i>
Boyland, Olive Cecilia,* . . . . .	<i>Allen, Lyon.</i>
Brewer, Lulu Eldora, . . . . .	<i>Quincy, Greenwood.</i>
Bric, Theresa Maria, . . . . .	<i>White Cloud, Doniphan.</i>
Brown, Caroline May, . . . . .	<i>Emporia, Lyon.</i>
Brown, Charles A., . . . . .	<i>Emporia, Lyon.</i>
Burch, Thomas F., . . . . .	<i>Corwin, Harper.</i>
Burchfield, Bessie, . . . . .	<i>Emporia, Lyon.</i>
Burton, Laura, . . . . .	<i>Trenton, Neb.</i>
Calvert, Edna, . . . . .	<i>Muscotah, Atchison.</i>
Carr, Lillian Frances, . . . . .	<i>Emporia, Lyon.</i>
Childears, Nora, . . . . .	<i>Emporia, Lyon.</i>
Clark, Bertha, . . . . .	<i>Talmo, Republic.</i>
Clarke, Etta Idelle, . . . . .	<i>Emporia, Lyon.</i>
Clark, Viola May, . . . . .	<i>Talmo, Republic.</i>
Cochran, Beatrice, . . . . .	<i>Emporia, Lyon.</i>
Coleman, Fanny Elinor, . . . . .	<i>Cottonwood Falls, Chase.</i>
Collins, Berta Beëtta, . . . . .	<i>Emporia, Lyon.</i>
Collins, Mary Elizabeth, . . . . .	<i>Chetopa, Labette.</i>
Coman, Clara Cecilia, . . . . .	<i>Scammon, Cherokee.</i>
Cone, Cora, . . . . .	<i>Burlington, Coffey.</i>
Cox, Penelope Loretta, . . . . .	<i>Rose Hill, Butler.</i>
Curt, Samuel W., . . . . .	<i>Emporia, Lyon.</i>
Davis, Frances Jemima, . . . . .	<i>Sterling, Rice.</i>
Dawson, Minnie, . . . . .	<i>Emporia, Lyon.</i>
De Camp, Maude Alice, . . . . .	<i>Emporia, Lyon.</i>
Dixon, Emma Nisel, . . . . .	<i>Troy, Doniphan.</i>
Dumbauld, Albertus, . . . . .	<i>Hartford, Lyon.</i>
Eddy, Martha Lucretia, . . . . .	<i>Tescott, Ottawa.</i>
Edgar, Mrs. Hattie Mary, . . . . .	<i>Wichita, Sedgwick.</i>
Edwards, Mattie, . . . . .	<i>Emporia, Lyon.</i>
Eisiminger, Minnie, . . . . .	<i>Hutchinson, Reno.</i>
Ferguson, Myrtle Elizabeth, . . . . .	<i>Humboldt, Allen.</i>
Fesler, Leo Kearney, . . . . .	<i>Morgantown, Ind.</i>
Fetherngill, Vide M., . . . . .	<i>Iola, Allen.</i>

\*Deceased.

NAME.	POST OFFICE—COUNTY.
Finley, David Reed,	Dennis, Labette.
Fogleman, Samuel Lincoln,	Altamont, Labette.
Freas, Thomas Bruce,	Utica, Ohio.
Geraghty, William Francis,	Reading, Lyon.
Giger, Ulala Henrietta,	Emporia, Lyon.
Gilman, Annie May,	Madison, Greenwood.
Gilman, David William,	Madison, Greenwood.
Glasgow, Cora,	Courtland, Republic.
Glasgow, Onie,	Courtland, Republic.
Goff, Bertie,	Emporia, Lyon.
Grant, Malvina Gertrude,	Arvonia, Osage.
Hart, Ora Edna,	Abilene, Dickinson.
Haworth, Flora,	Emporia, Lyon.
Hiatt, Emma Jane,	Kimball, Neosho.
Hill, Nora May,	Hillsboro, Marion.
Hodgin, Anna J.,	Haviland, Kiowa.
Hogue, Charles Larimer,	Emporia, Lyon.
Holderness, Henry Nelson,	Americus, Lyon.
Holman, Ida Codista,	Leavenworth, Leavenworth.
Houseworth, Rachel Estella,	Milan, Sumner.
Hughes, Clara O.,	Phillipsburg, Phillips.
Hunt, Jacob,	Urbana, Neosho.
Hunt, Olive,	Emporia, Lyon.
Irwin, Samuel Simonton,	Lone Elm, Anderson.
Jackson, Hattie May,	Sharon, Barber.
Johnson, Charles E.,	Bunker Hill, Russell.
Johnson, Rosa May,	Bunker Hill, Russell.
Johnson, Junia Amanda,	Wamego, Pottawatomie.
Jones, Ida Lillian,	Holton, Jackson.
Jones, Lena,	Leon, Butler.
Kendall, Henry John,	McPherson, McPherson.
King, Grace Adaline,	Emporia, Lyon.
King, May,	Leavenworth, Leavenworth.
Leatherwood, Elmer,	Dunlap, Morris.
Lee, Richard Allen,	Centralia, Nemaha.
Lester, Susie Fields,	Comiskey, Morris.
Lewis, Zimri H.,	Independence, Montgomery.
Logsdon, James Lafayette,	Grenola, Elk.
Lunbeck, Clara Dell,	Leon, Iowa.
Manning, Kate,	Emporia, Lyon.
Manser, Jennie Lee,	Burden, Cowley.
Manser, Mary Ruth,	Burden, Cowley.
Matthews, Minnie May,	Blue Mound, Linn.
McBride, John Wesley,	Emporia, Lyon.
McClurkin, Hugh Latimer,	Clay Center, Clay.
McElroy, Adam Paschal,	Phillipsburg, Phillips.

NAME.	POST OFFICE—COUNTY.
McMahon, Mattie E., . . . . .	Emporia, Lyon.
McQuilkin, Edith M., . . . . .	Hiawatha, Brown.
Meissner, Bertha, . . . . .	Leavenworth, Leavenworth.
Miller, Lucy, . . . . .	Media, Douglas.
Miller, Martha Alice, . . . . .	Emporia, Lyon.
Miller, Norma Olive, . . . . .	Emporia, Lyon.
Moon, Josephine C., . . . . .	Haviland, Kiowa.
Moore, Mary Christy, . . . . .	Auburn, Shawnee.
Morris, Arabelle, . . . . .	Severy, Greenwood.
Murdock, Lester Hughes, . . . . .	Humboldt, Allen.
Myers, Mary, . . . . .	Arkansas City, Kiowa.
Myler, Alice Edna, . . . . .	Iola, Allen.
Paradise, James Henry, . . . . .	Greeley, Anderson.
Pelz, Emil Edward, . . . . .	Maysville, Mo.
Plummer, George Wesley, . . . . .	Perry, Jefferson.
Potter, Zamette Williams, . . . . .	Burlington, Coffey.
Powers, Frances, . . . . .	Cottonwood Falls, Chase.
Ralston, Orpha, . . . . .	Piqua, Woodson.
Reece, Lydia Annie, . . . . .	May Day, Riley.
Rhodes, Cora Belle, . . . . .	Jasper, Mo.
Riggs, Ida May, . . . . .	Florence, Marion.
Roe, John Francis, . . . . .	Erie, Neosho.
Rohrer, Etta Matilda, . . . . .	Gardner, Johnson.
Ross, Fred, . . . . .	Olpe, Lyon.
Rubow, Alice Henrietta, . . . . .	Carbondale, Osage.
Rubow, Lou, . . . . .	Carbondale, Osage.
Scarr, James Henry, . . . . .	Miltonvale, Cloud.
Schmalzried, Louis Daniel, . . . . .	McPherson, McPherson.
Schmalzried, Mary, . . . . .	McPherson, McPherson.
See, Mary Helen, . . . . .	Piqua, Woodson.
Shaw, Ina Philena, . . . . .	Quincy, Greenwood.
Sisler, Edna Sells, . . . . .	Emporia, Lyon.
Smith, Charles Arthur, . . . . .	Allen, Lyon.
Spradlin, Mary Allie, . . . . .	Hopewell, Washington.
Stevens, George Walter, . . . . .	Chester, Nebraska.
Stout, Joseph Gurney, . . . . .	Ivanhoe, Haskell.
Strand, Mary Augusta, . . . . .	Junction City, Geary.
Sutton, Lucy Isabelle, . . . . .	Greeley, Anderson.
Sultzbaugh, Maude, . . . . .	Burrton, Harvey.
Swarens, Barton Leslie, . . . . .	Nickerson, Reno.
Thompson, Nettie Grant, . . . . .	Wellsville, Franklin.
Tiffany, Louisa, . . . . .	Barnesville, Bourbon.
Truitt, Charles Albert, . . . . .	Rosemont, Osage.
Turner, Perley D., . . . . .	Florence, Marion.
Tyler, Elza Edward, . . . . .	Erie, Neosho.
Van Ness, Jennie Louisa, . . . . .	Emporia, Lyon.

NAME.	POST OFFICE--COUNTY.
Weir, Annie, . . . . .	North Topeka, Shawnee.
West, Charles Gregg, . . . . .	Emporia, Lyon.
Whitson, Webb Janeway, . . . . .	Vincent, Osborne.
Wilkin, Mary Elizabeth, . . . . .	Bow Creek, Phillips.
Willey, Annie Maria, . . . . .	Tehama, Cherokee.
Williams, Arthur, . . . . .	Hillsdale, Miami.
Wilmore, Samuel H., . . . . .	Barclay, Osage.
Wilson, Estella Jane, . . . . .	Wallace, Wallace.
Wilson, Ida Severna, . . . . .	Emporia, Lyon.
Wilson, Maggie Edith, . . . . .	Mont Ida, Anderson.
Wohlford, Minnie, . . . . .	Centralia, Nemaha.
Wood, Sarah Inez, . . . . .	Robinson, Brown.
Wortman, Jacob G., . . . . .	Pleasanton, Linn.
Wright, Eugene Hervey, . . . . .	Emporia, Lyon.
Yager, Sybil Maud, . . . . .	Auburn, Shawnee.

## A CLASS.

Abell, Charles Eckley, . . . . .	Leonardville, Riley.
Allen, Maurice Demont, . . . . .	Geuda Springs, Sumner.
Armstead, Minnie Elizabeth,* . . . . .	Emporia, Lyon.
Austin, Nellie, . . . . .	Emporia, Lyon.
Beals, Junetta, . . . . .	Americus, Lyon.
Beals, Lydia Jane, . . . . .	Americus, Lyon.
Bertenshaw, Thomas Wilbur, . . . . .	Elk City, Montgomery.
Bicknell, Grant, . . . . .	Edna, Labette.
Binford, Bevan, . . . . .	Haviland, Kiowa.
Bixler, Anna Evaline, . . . . .	Quinter, Gove.
Boldt, Katie Anna, . . . . .	Emporia, Lyon.
Bouton, Blanche, . . . . .	Madison, Greenwood.
Boyland, Effie Viola, . . . . .	Allen, Lyon.
Bradford, Josie Walters, . . . . .	McDonald's Mill, Va.
Brewer, Lottie M., . . . . .	Chalk Mound, Wabaunsee.
Brinkerhoff, Mary Laura, . . . . .	Elk City, Montgomery.
Brown, Ella S., . . . . .	Castleton, Reno.
Brown, Thomas Oscar, . . . . .	Lyndon, Osage.
Brumbaugh, Arminda Vernon, . . . . .	Madison, Greenwood.
Bryant, Jesse, . . . . .	Greensburg, Kiowa.
Burch, John A., . . . . .	Corwin, Harper.
Calhoun, Julian, . . . . .	Ness City, Ness.
Campbell, Bertha Ella, . . . . .	Lakeland, Meade.
Campbell, Nettie May, . . . . .	Lakeland, Meade.
Carpenter, Dora Eliza, . . . . .	Yates Center, Woodson.
Carpenter, Mabel Louise, . . . . .	Yates Center, Woodson.
Carr, Halmittie, . . . . .	Moberly, Mo.
Carroll, Alice Naomi, . . . . .	Emporia, Lyon.

\* Deceased.

NAME.	POST OFFICE — COUNTY.
Carter, Nettie, . . . . .	Toronto, Woodson.
Case, William Rolland, . . . . .	Beman, Morris.
Cation, Annie Roy, . . . . .	Humboldt, Allen.
Chambers, Birdie, . . . . .	Humboldt, Allen.
Chastain, John Riley, . . . . .	Roxbury, McPherson.
Clark, Sidney Wallace, . . . . .	Americus, Lyon.
Coats, Elvira Manette, . . . . .	Eskridge, Wabaunsee.
Cochran, Ralph, . . . . .	Emporia, Lyon.
Coffman, Hattie, . . . . .	Emporia, Lyon.
Colborn, Ada Jessie, . . . . .	Hoyt, Jackson.
Coleman, William Julius, . . . . .	Strong City, Chase.
Collins, William Henry, . . . . .	Glen Elder, Mitchell.
Correll, Wm. Grafton, . . . . .	Americus, Lyon.
Cour, Ida Marie,* . . . . .	Pontiac, Butler.
Covey, Homer Perry, . . . . .	Miltonvale, Cloud.
Cox, Homer Francis, . . . . .	Rose Hill, Butler.
Cramer, Cora, . . . . .	Waverly, Coffey.
Croninger, Zylpha Edith, . . . . .	Willshire, Ohio.
Cross, Abraham Lincoln, . . . . .	Sedgwick, Harvey.
Crowley, Stella Blanche, . . . . .	Council Grove, Morris.
Culbertson, James A., . . . . .	Iola, Allen.
Cunningham, Richard Anderson, . . . . .	Canton, McPherson.
De Baun, William B., . . . . .	Allen, Lyon.
De Poe, George Wilson, . . . . .	Lone Elm, Anderson.
Dickerson, Lillie, . . . . .	Toronto, Woodson.
Dils, Maggie Lizzie, . . . . .	Parsons, Labette.
Dole, Leander W., . . . . .	Melvern, Osage.
Dole, William Arthur, . . . . .	Melvern, Osage.
Doolin, Maria, . . . . .	Harris, Anderson.
Doudna, Zuloo, . . . . .	Emporia, Lyon.
Dunham, Mamie Belle, . . . . .	Chanute, Neosho.
Eby, Lizzie, . . . . .	Burlington, Coffey.
Elliott, James Miller, . . . . .	Americus, Lyon.
Elliott, Merritt, . . . . .	Emporia, Lyon.
Elliott, Otho Thomas, . . . . .	Emporia, Lyon.
Etrick, Amalia Augusta, . . . . .	Ensign, Gray.
Evans, Ernest Scudder, . . . . .	Stafford, Stafford.
Fife, Edna Jane, . . . . .	Emporia, Lyon.
Fitzgerald, Nettie Florence, . . . . .	Eskridge, Wabaunsee.
Fitch, Laura, . . . . .	Minneapolis, Ottawa.
Fortney, Emory Asbury, . . . . .	Hollis, Cloud.
Foster, Joshua William, . . . . .	Chalk Mound, Wabaunsee.
Fuller, Mary Ruanna, . . . . .	Cherryvale, Montgomery.
Gaither, Louetta A., . . . . .	Americus, Lyon.
Gardner, Mamie Louesa, . . . . .	Helmick, Morris.

\*Deceased.

NAME.	POST OFFICE—COUNTY.
Garver, Walter Ben., . . . . .	Attica, Harper.
Gaw, Emma Belle, . . . . .	Leavenworth, Leavenworth.
Gifford, Edward Charles, . . . . .	Anson, Sunner.
Godsey, Thomas B., . . . . .	Osage City, Osage.
Graham, Thomas Henry, . . . . .	Dunavant, Jefferson.
Grant, Ada Lucile, . . . . .	Leavenworth, Leavenworth.
Gray, Ada Laura, . . . . .	Rossville, Shawnee.
Green, Mary Alice, . . . . .	Lyndon, Osage.
Greenlee, Jennie, . . . . .	Americus, Lyon.
Griffitts, Edna, . . . . .	Ozawkie, Jefferson.
Gunkel, Eva, . . . . .	Emporia, Lyon.
Hall, Edgar Allen, . . . . .	Lebo, Coffey.
Hammond, Wellyn Elsworth, . . . . .	Reading, Lyon.
Hanna, Thomas Berfram, . . . . .	Wakefield, Clay.
Harbord, Katie Gault, . . . . .	Agnes City, Lyon.
Harner, Ivy Frances, . . . . .	Leonardville, Riley.
Harris, Clara Eleanor, . . . . .	Hartford, Lyon.
Harshman, Alda Jane, . . . . .	Bonaccord, Dickinson.
Hart, Alexander Carter, . . . . .	Angola, Labette.
Hart, Emma L., . . . . .	Perry, Jefferson.
Hartman, Kate Frances, . . . . .	Centralia, Nemaha.
Hartman, Selma, . . . . .	Le Roy, Coffey.
Hayden, Dora Jemima, . . . . .	Elmdale, Chase.
Hayden, Jennie E., . . . . .	Elmdale, Chase.
Hazlett, Ella Mae, . . . . .	Hartford, Lyon.
Hefner, Minnie, . . . . .	Crotty, Coffey.
Held, Eva May, . . . . .	Emporia, Lyon.
Hiner, Robert, . . . . .	Alma, Wabaunsee.
Hinshaw, Mary Jane, . . . . .	Emporia, Lyon.
Hodson, Mae R., . . . . .	Kirwin, Phillips.
Hollis, Anna, . . . . .	Fredonia, Wilson.
Hope, Annabella, . . . . .	Clearwater, Sedgwick.
How, Nannie Edna, . . . . .	Le Roy, Coffey.
Howard, Alva, . . . . .	Hutchinson, Reno.
Hughes, Winnifred, . . . . .	Emporia, Lyon.
Hume, Olive Mary, . . . . .	Council Grove, Morris.
Hunter, Grace Inez, . . . . .	Effingham, Atchison.
Inglefield, Chester David, . . . . .	Peru, Chautauqua.
Jacobs, Anna, . . . . .	Plumb, Chase.
Jeffers, Henry Vernon, . . . . .	Colbert, Lincoln.
Jenkins, Evan, . . . . .	Holcomb, Gallia, Ohio.
Jones, Anna Grace, . . . . .	Emporia, Lyon.
Jones, David Peter, . . . . .	Lebo, Coffey.
Jones, Ida, . . . . .	Toronto, Woodson.
Jones, Katherine F., . . . . .	Leavenworth, Leavenworth.
Jones, Mary Isabella, . . . . .	Arvonia, Osage.

NAME.	POST OFFICE—COUNTY.
Jones, Maude Augusta,	Emporia, Lyon.
Kelso, Anna Rebecca,	Washington, Ind.
Kelso, Mary Edith,	Washington, Ind.
Kenyon, Horace Maxon,	Emporia, Lyon.
Kibler, Mary Elizabeth,	Northcott, Anderson.
Kice, Maggie Alice,	Greenwich, Sedgwick.
Killain, Mathias,	Louisburg, Miami.
Kretsinger, William Samuel,	Emporia, Lyon.
Kunkel, Emma K.,	Eudora, Douglas.
Laughridge, Nancy Jane.	Lyndon, Osage.
Lee, Carrie Amanda,	Emporia, Lyon.
Lenau, Henry Anderson,	Monett, Chautauqua.
Liggett, Isaiah William,	Belpre, Edwards.
Little, Anna Rowena.	Emporia, Lyon.
Little, Jennie,	Wetmore, Nemaha.
Long, Ernest,	Waterloo, Kingman.
Love, Howard,	Gordon, Butler.
Lucas, William,	Emporia, Lyon.
Lutes, Delphene,	Jamestown, Cloud.
Maddox, J. T.,	Paola, Miami.
Mahoney, Christopher C.	Lebo, Coffey.
Marshall, Minnie Alice,	Hartford, Lyon.
Mason, Clara Aseneath.	Boling, Leavenworth.
May, Amasa,	Emporia, Lyon.
McCarty, Eliza Ruth,	Assaria, Saline.
McCaw, Iva Etta,	Chelopa, Labette.
McCormick, Eugene Victor,	Ottumwa, Coffey.
McCullough, Minnie,	Hartford, Lyon.
McGregor, Eva Dora,	Olivet, Osage.
McIlvain, William Benton.	Hartford, Lyon.
McLean, Anna,	Calista, Kingman.
Mellor, Sophia Gertrude.	Newport, Chautauqua.
Meloy, Jennie,	Pittsburg, Crawford.
Miles, Eva Alice,	Herington, Morris.*
Miller, Rosannah Theresa,	Emporia, Lyon.
Miller, Sarah Helen,	Ada, Ottawa.
Milligan, Edith Belle,	Denison, Jackson.
Millikan, Marjorie Avis,	Wichita, Sedgwick.
Milliken, Maggie,	Emporia, Lyon.
Mitchell, Ada Belle,	Richmond, Franklin.
Morris, Richard O.,	Emporia, Lyon.
Mosher, Achsa Jane,	Hartford, Lyon.
Munson, Mary Jennette,	Silver City, New Mexico.
Murphy, Ethelkerl Olophant,	Elk, Chase.
Murphy, Rosa,	Ellinwood, Barton.

\* In a very few cases, pupils reside in one county and receive their mail in another.

NAME.	POST OFFICE—COUNTY.
Murray, Georgiana,	<i>Boling, Leavenworth.</i>
Naff, J. H.,	<i>Erie, Neosho.</i>
Neally, Musa A.,	<i>Melvern, Osage.</i>
Nichols, Lulu May,	<i>Howard, Elk.</i>
Nichols, Olive Belle,	<i>Howard, Elk.</i>
Nikkel, Abraham,	<i>Juse, Woodson.</i>
Niles, Frank Butler,	<i>Melvern, Osage.</i>
Northington, Carrie Smith,	<i>Emporia, Lyon.</i>
O'Dell, Marilla,	<i>Moline, Elk.</i>
O'Leary, Edgar Paul,	<i>Burlington, Coffey.</i>
Oxelson, Nellie May,	<i>Eskridge, Wabaunsee.</i>
Peairs, Maurice Earnest,	<i>Vinland, Douglas.</i>
Pearce, John Wilber,	<i>Emporia, Lyon.</i>
Pearce, Lizzie,	<i>Emporia, Lyon.</i>
Pettingill, Maud,	<i>Emporia, Lyon.</i>
Phelps, Onie S.,	<i>Indianapolis, Indiana.</i>
Phelps, Phila Naomi,	<i>Indianapolis, Indiana.</i>
Post, Jessie May,	<i>Wagstaff, Miami.</i>
Powell, Ella,	<i>Utopia, Greenwood.</i>
Prickett, Bessie,	<i>Elmdale, Chase.</i>
Prickett, Sarah,	<i>Elmdale, Chase.</i>
Quisling, Bertha Matilda,	<i>Aliceville, Coffey.</i>
Ralston, Elmer,	<i>Uniontown, Bourbon.</i>
Randall, Lenna,	<i>Douglass, Butler.</i>
Randolph, William E. F.,	<i>Bittercreek, Sumner.</i>
Rankin, Sophia Ellen,	<i>Greeley, Anderson.</i>
Reed, Minnie Ellithere,	<i>Emporia, Lyon.</i>
Reed, Nerva May,	<i>Hartford, Lyon.</i>
Reed, Mrs. W. W.,	<i>Nickerson, Reno.</i>
Rice, William F.,	<i>Gordon, Butler.</i>
Richards, Agnes,	<i>Geary City, Doniphan.</i>
Richardson, Eva Blanche,	<i>Eskridge, Wabaunsee.</i>
Riddle, Joseph,	<i>Andover, Butler.</i>
Riggs, Mary Margaret,	<i>Piqua, Woodson.</i>
Robb, William H.,	<i>Admire, Lyon.</i>
Robinett, Rosa Dell,	<i>South Mound, Neosho.</i>
Robinson, Belle,	<i>Emporia, Lyon.</i>
Rogers, Mary Eliza,	<i>Hartford, Lyon.</i>
Rogler, Katie,	<i>Matfield Green, Chase.</i>
Rose, Harry Adelbert,	<i>Elmdale, Chase.</i>
Rowell, Leonard Joseph,	<i>Emmons, Washington.</i>
Russell, John Hayer,	<i>Clay Center, Clay.</i>
Salisbury, Dina Myrtle,	<i>Hopewell, Washington.</i>
Sample, David Matthew,	<i>Beman, Morris.</i>
Schonhoff, Carrie,	<i>Louisville, Pottawatomie.</i>
Schwartz, Matilda,	<i>Hartford, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
Scott, Carrie Pamelia,	Hutchinson, Reno.
Serviss, Bruenettie May,	Emporia, Lyon.
Sherwood, Chester T.,	Burlington, Coffey.
Shidler, Mary Etta,	Kimball, Neosho.
Silver, Herbert Edwin,	Emporia, Lyon.
Sisler, Della Jarrett,	Emporia, Lyon.
Sloan, Effie May,	Leon, Butler.
Sloan, Elmer Logan,	Leon, Butler.
Smith, F. W. W.,	Kingman, Kingman.
Smith, May,	Montezuma, Gray.
Smith, Gertrude Lyon,	Emporia, Lyon.
Snow, Mary A.,	Annelly, Harvey.
Spicer, Nellie,	Emporia, Lyon.
Spradlin, Fannie Elizabeth,	Hopewell, Washington.
Stafford, Elmer,	Peru, Chautauqua.
Staley, Charley Wyckliffe,	Rose Hill, Butler.
Stanley, Daniel Logan,	Colbert, Lincoln.
Stratton, Minnie May,	Olpe, Lyon.
Strawn, Lydia Isabella,	Pauline, Shawnee.
Stubbfeld, John Wesley,	Burlington, Coffey.
Sutton, Laura Belle,	Hartford, Lyon.
Sutton, Mary Caroline,	Greeley, Anderson.
Swift, Minnie Calista,	Eureka, Greenwood.
Taylor, Mary Elizabeth,	Elmdale, Chase.
Tear, Mrs. Mary Estella,	Furley, Sedgwick.
Tennis, Hannah Elizabeth,	Chanute, Neosho.
Thomson, Eva May,	Madison, Greenwood.
Thompson, Allie Mary,	Wellsville, Johnson.
Tibbits, Alsinous Henry,	Ashton, Sunner.
Townsend, Edgar Dora,	Miltonvale, Cloud.
Traylor, Alice,	Emporia, Lyon.
Trimmer, Crissie Jane,	Quinter, Gove.
Trimmer, George Daniel,	Quinter, Gove.
Trueblood, Charles Albert,	Yates Center, Woodson.
Vale, George Milton,	Larned, Pawnee.
Van Eman, Guy Leon,	Ottumwa, Coffey.
Vinall, Frank Eugene,	Oakley, Logan.
Wade, Hattie Jane,	Ellis, Ellis.
Waderhorn, Estella,	Emporia, Lyon.
Wall, Gerhard A.,	Hillsboro, Marion.
Walter, Oliver Edward,	Burlington, Coffey.
Ward, Ida O.,	Wellsford, Kiowa.
Watson, Capitola Christena,	Topeka, Shawnee.
Wellman, Eva J.,	Topeka, Shawnee.
White, Della May,	Topeka, Shawnee.
White, Kate,	Kingman, Kingman.

NAME.	POST OFFICE—COUNTY.
White, Nettie Minerva,	<i>Osborn, Mo.</i>
Whitson, Lizzie Olla,	<i>Vincent, Osborne.</i>
Wilcox, Aner David,	<i>Ottawa, Franklin.</i>
Wilhite, Flora Belle,	<i>Emporia, Lyon.</i>
Wilkinson, Addie Lillian,	<i>Hartford, Lyon.</i>
Williams, Charles Henry,	<i>Altamont, Labette.</i>
Williams, Estelle Gertrude,	<i>Emporia, Lyon.</i>
Williams, Ionia,	<i>Olpe, Lyon.</i>
Wing, Marilla,	<i>Emporia, Lyon.</i>
Wiser, Hiram,	<i>Sylvia, Reno.</i>
Witherspoon, Mrs. Elizabeth,	<i>Emporia, Lyon.</i>
Woodmansee, Grant,	<i>Ellsworth, Ellsworth.</i>
Woody, Octavia F.,	<i>Douglass, Butler.</i>
Worstell, Minnie Agnes,	<i>Allen, Lyon.</i>
York, Mary Margaret,	<i>Rossville, Shawnee.</i>
Young, Clyde,	<i>Chalk Mound, Wabaunsee.</i>
Young, Sherman,	<i>Eskridge, Wabaunsee.</i>

## IRREGULAR AND SPECIAL STUDENTS.

Barkley, Douglas Marion,	<i>Fall River, Greenwood.</i>
Carter, Peyton,	<i>Sunny Side, Dickinson.</i>
Child, Ella,	<i>Manhattan, Riley.</i>
Edwards, Mrs. Mary A.,	<i>Anthony, Harper.</i>
Foster, May,	<i>Wauneta, Chautauqua.</i>
Gifford, William Henry,	<i>Bucyrus, Crawford.</i>
Gill, Sadie Helen,	<i>Lyndon, Osage.</i>
Gleason, Warren Adams,	<i>Americus, Lyon.</i>
Hix, Mary Ida,	<i>Stark, Neosho.</i>
Hollar, Mary Jane,	<i>Pauline, Shawnee.</i>
Jones, Mary Gabrielle,	<i>Leavenworth, Leavenworth.</i>
Kinkead, George Wakeman,	<i>Palermo, Doniphan.</i>
Martin, James,	<i>Perry, Jefferson.</i>
Mechem, William Clayton,	<i>Norwood, Franklin.</i>
Moon, Eugene,	<i>Haviland, Kiowa.</i>
Nash, Rosa Ellen,	<i>La Harpe, Allen.</i>
Niles, Clare Wilson,	<i>Melvern, Osage.</i>
Oliver, Walter Henry,	<i>Burlingame, Osage.</i>
Pickrell, M. Amy,	<i>Webber, Jewell.</i>
Rich, Corydon M.,	<i>Emporia, Lyon.</i>
Shepherd, Earl Russell,	<i>St. John, Stafford.</i>
Skinner, Nora Margaret,	<i>Beverly, Lincoln.</i>
Steele, Charles Henry,	<i>Beverly, Lincoln.</i>
Tanksley, William Albert,	<i>Hale, Chautauqua.</i>

NAME.	POST OFFICE—COUNTY.
Thew, John Wesley,	<i>Oxford, Sumner.</i>
Thomas, Lizzie May,	<i>Harvard, Iowa.</i>
Tyler, Asa Merrell,	<i>Marion, Marion.</i>

## KINDERGARTEN AND PRIMARY METHODS.

## SPECIAL COURSE—(FULL TIME).

Barney, Emma J., . . . . .	<i>Erie, Neosho.</i>
Bissell, Anna Maria, . . . . .	<i>Emporia, Lyon.</i>
Bowman, Effie R., . . . . .	<i>Leavenworth, Leavenworth.</i>
Bruce, Mollie E., . . . . .	<i>Leavenworth, Leavenworth.</i>
Charlesworth, May, . . . . .	<i>Beloit, Mitchell.</i>
Collier, Margaret Frances, . . . . .	<i>Marion, Marion.</i>
Crawmer, Alice, . . . . .	<i>Randall, Jewell.</i>
Dodge, Mary Ella, . . . . .	<i>Beloit, Mitchell.</i>
Gardner, Dora E., . . . . .	<i>Emporia, Lyon.</i>
Harber, Rella C., . . . . .	<i>Trenton, Mo.</i>
Hedges, Leah, . . . . .	<i>Garnett, Anderson.</i>
Hope, Annabella, . . . . .	<i>Clearwater, Sedgwick.</i>
House, Jessie Matilda, . . . . .	<i>Saugatuck, Mich.</i>
Kelso, Edith, . . . . .	<i>Washington, Ind.</i>
Kunkel, Emma, . . . . .	<i>Eudora, Douglas.</i>
Lamson, Carrie H., . . . . .	<i>Minneapolis, Wis.</i>
Moore, Laura Morris, . . . . .	<i>Cottonwood, Chase.</i>
Oldfield, Annabel G., . . . . .	<i>Leavenworth, Leavenworth.</i>
Patty, Anna, . . . . .	<i>Emporia, Lyon.</i>
Post, Jessie May, . . . . .	<i>Wagstaff, Miami.</i>
Richey, Thamar, . . . . .	<i>Holton, Jackson.</i>
Tear, Mrs. Mary Estella, . . . . .	<i>Furley, Sedgwick.</i>
Titt, Alice Louise, . . . . .	<i>White City, Morris.</i>
Townsend, Minerva, . . . . .	<i>Wichita, Sedgwick.</i>
Tytherleigh, Margaret, . . . . .	<i>Emporia, Lyon.</i>
Vance, Delle, . . . . .	<i>Emporia, Lyon.</i>
Wickard, Laura, . . . . .	<i>Fontana, Ohio.</i>

## (PART TIME.)

Adams, Ellen Francelia, . . . . .	<i>Burlingame, Osage.</i>
Anderson, Carrie T., . . . . .	<i>Harlan, Smith.</i>
Armstrong, Anna, . . . . .	<i>Emporia, Lyon.</i>
Coffey, Mamie R., . . . . .	<i>Parsons, Labette.</i>
Cox, Lucy Mabel, . . . . .	<i>Fredonia, Wilson.</i>
Culver, Marian A., . . . . .	<i>Emporia, Lyon.</i>
Finley, Jaquette Laura, . . . . .	<i>Plumb, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
George, Hattie I., . . . . .	<i>Chico, Saline.</i>
Hedden, Eloise, . . . . .	<i>Heddens, New York.</i>
Haller, Ada, . . . . .	<i>Burlingame, Osage.</i>
Kniberg, Hannah, . . . . .	<i>Chetopa, Labette.</i>
Lansden, Mary Dora, . . . . .	<i>Fredonia, Wilson.</i>
Maddox, Maud Miller, . . . . .	<i>Glasgow, Mo.</i>
Patterson, Flora Jane, . . . . .	<i>Downs, Osborne.</i>
Slater, Addie Blanche, . . . . .	<i>Rosedale, Wyandotte.</i>
Stranathan, Esther M., . . . . .	<i>Gaylord, Smith.</i>

## SPECIAL MUSIC PUPILS.

## VOICE CULTURE.

Bacon, Lina, . . . . .	<i>Fancy Creek, Clay.</i>
Barnett, Lula, . . . . .	<i>Emporia, Lyon.</i>
Coffey, Mamie, . . . . .	<i>Parsons, Labette.</i>
Culver, Chester M., . . . . .	<i>Emporia, Lyon.</i>
Drake, Bertha M., . . . . .	<i>Emporia, Lyon.</i>
Mason, Maud E., . . . . .	<i>Emporia, Lyon.</i>
Nichols, Lulu, . . . . .	<i>Howard, Elk.</i>
Nichols, Olive Belle, . . . . .	<i>Howard, Elk.</i>
Rhodes, Jemima O., . . . . .	<i>Jasper, Mo.</i>
Riggs, Fanny, . . . . .	<i>Emporia, Lyon.</i>

## PIANO-FORTE.

Bacon, Henrietta Elizabeth, . . . . .	<i>Fancy Creek, Clay.</i>
Bissell, Anna M., . . . . .	<i>Emporia, Lyon.</i>
Covert, Penelope, . . . . .	<i>Florence, Marion.</i>
Drake, Bertha M., . . . . .	<i>Emporia, Lyon.</i>
Dunham, Mamie, . . . . .	<i>Chanute, Neosho.</i>
Dougllass, Arlie, . . . . .	<i>Emporia, Lyon.</i>
Dudley, Carol F., . . . . .	<i>Hartford, Lyon.</i>
Elliot, Edith Sarah, . . . . .	<i>Emporia, Lyon.</i>
Elliot, Blanche, . . . . .	<i>Emporia, Lyon.</i>
Glosser, Gertrude, . . . . .	<i>Emporia, Lyon.</i>
Glosser, Daisy, . . . . .	<i>Emporia, Lyon.</i>
Harshman, Alda T., . . . . .	<i>Bonaccord, Dickinson.</i>
Jay, Inez, . . . . .	<i>Emporia, Lyon.</i>
Johnston, Junia, . . . . .	<i>Wamego, Pottawatomie.</i>
King, Grace, . . . . .	<i>Emporia, Lyon.</i>
Mason, Maud E., . . . . .	<i>Emporia, Lyon.</i>
MacMichael, Florence, . . . . .	<i>Kinsley, Edwards.</i>
Moore, Laura, . . . . .	<i>Cottonwood, Chase.</i>
Neally, Musa, . . . . .	<i>Melvern, Osage.</i>

NAME.	POST OFFICE—COUNTY.
Neally, May,	<i>Melvern, Osage.</i>
Nichols, Lulu,	<i>Howard, Elk.</i>
Newman, Bertha.	<i>Emporia, Lyon.</i>
Phelps, Onie,	<i>Indianapolis, Indiana.</i>
Plumb, Carrie,	<i>Emporia, Lyon.</i>
Robe, Fannie M.,	<i>Wheelock, Ind. Ter.</i>
Robe, Mary,	<i>Wheelock, Ind. Ter.</i>
Rader, Inda,	<i>Emporia, Lyon.</i>
Spradlin, Fannie,	<i>Hopewell, Washington.</i>
Thompson, Allie Mary..	<i>Wellsville, Johnson.</i>
Turner, Florence,	<i>Emporia, Lyon.</i>
Thorp, Laura,	<i>Emporia, Lyon.</i>

## SPECIAL PUPILS IN PAINTING.

Bissell, Anna,	<i>Emporia, Lyon.</i>
Brandley, Clare,	<i>Matfield Green, Chase.</i>
Brazil, Jeanne,	<i>Moline, Elk.</i>
Brown, Ella,	<i>Castleton, Reno.</i>
Cunningham, Ella,	<i>Emporia, Lyon.</i>
Etrick, Amalia A.,	<i>Ensign, Gray.</i>
Gridley, Emma,	<i>Kingman, Kingman.</i>
Hogle, Ada,	<i>Emporia, Lyon.</i>
Judd, Alfreda,	<i>Melvern, Osage.</i>
Nichols, Lulu May,	<i>Howard, Elk.</i>
Phelps, Phila Naomi.	<i>Indianapolis, Indiana.</i>
Rogler, Katie,	<i>Matfield Green, Chase.</i>
Sultzbaugh, Maude,	<i>Burrton, Harvey.</i>
Taylor, Jessie,	<i>Emporia, Lyon.</i>

## GRAMMAR SCHOOL, SENIORS.

Andres, Margaret Gertrude,	<i>Halstead, Harvey.</i>
Burns, Mary Jane,	<i>Eskridge, Wabaunsee.</i>
Coats, Sarah Jane,	<i>Eskridge, Wabaunsee.</i>
Cordonier, George Washington,	<i>Palermo, Doniphan.</i>
Cox, Jabin Cicero,	<i>Rose Hill, Butler.</i>
Culbertson, George Washington,	<i>Humboldt, Allen.</i>
Fischer, Joseph Anton,	<i>Paxico, Wabaunsee.</i>
Frank, William David,	<i>Emporia, Lyon.</i>
Fuller, Carrie May,	<i>Admire, Lyon.</i>
Fuller, Linda Belle,	<i>Admire, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
Graham, Isabelle Charlotte, . . . . .	<i>Emporia, Lyon.</i>
Griffith, Esther, . . . . .	<i>Emporia, Lyon.</i>
Hainer, Maud Clare, . . . . .	<i>Emporia, Lyon.</i>
Hart, Mary Eva, . . . . .	<i>Abilene, Dickinson.</i>
Harris, William Harvey, . . . . .	<i>Emporia, Lyon.</i>
Haworth, Homer, . . . . .	<i>Emporia, Lyon.</i>
Haworth, Charlie, . . . . .	<i>Emporia, Lyon.</i>
Hinds, Jennie, . . . . .	<i>Turon, Reno.</i>
Hogue, Grace Mary, . . . . .	<i>Emporia, Lyon.</i>
Jones, Edith, . . . . .	<i>Emporia, Lyon.</i>
Jones, David Wallace, . . . . .	<i>Lebo, Coffey.</i>
Keesee, Charles Jackson, . . . . .	<i>Los Cerrillos, N. M.</i>
Lanning, Jay Richard, . . . . .	<i>Green, Clay.</i>
Lyon, Kate, . . . . .	<i>Emporia, Lyon.</i>
Martin, Catherine Josephine, . . . . .	<i>Herington, Dickinson.</i>
Martindale, George William Curtis, . . . . .	<i>Emporia, Lyon.</i>
McBride, William Hugh, . . . . .	<i>Emporia, Lyon.</i>
Myers, Linnie Mary, . . . . .	<i>Emporia, Lyon.</i>
Norton, Lucy, . . . . .	<i>Emporia, Lyon.</i>
Sadler, Isabelle Coley, . . . . .	<i>Emporia, Lyon.</i>
Shire, Eli Albert, . . . . .	<i>Annapolis, Ill.</i>
Sponseller, William Francis, . . . . .	<i>Emporia, Lyon.</i>
Tawney, William Henry, . . . . .	<i>Ottawa, Franklin.</i>
Thomas, Elva May, . . . . .	<i>Emporia, Lyon.</i>
Tomlinson, Maggie May, . . . . .	<i>Emporia, Lyon.</i>
Williams, Minnie May, . . . . .	<i>Hillsdale, Miami.</i>
Young, Sarah Theresa, . . . . .	<i>Emporia, Lyon.</i>

## GRAMMAR SCHOOL.

## EIGHTH YEAR.

Austin, Mabel, . . . . .	<i>Emporia, Lyon.</i>
Boyd, Presley Orman, . . . . .	<i>West Newton, Pa.</i>
Brown, Clarence, . . . . .	<i>Emporia, Lyon.</i>
Browning, Elmer J., . . . . .	<i>Abilene, Dickinson.</i>
Colberg, John, . . . . .	<i>Miller, Dickinson.</i>
Cox, Jennie, . . . . .	<i>Overbrook, Osage.</i>
Fox, Mabel Flora, . . . . .	<i>Emporia, Lyon.</i>
Hagerty, John Alther, . . . . .	<i>Williamsburg, Franklin.</i>
Higbee, John Baker, . . . . .	<i>Emporia, Lyon.</i>
Higbee, Rose Arilla, . . . . .	<i>Emporia, Lyon.</i>
Jaquith, Bret W., . . . . .	<i>Americus, Lyon.</i>
Mays, James Henry, . . . . .	<i>Galena, Cherokee.</i>
McCray, Jesse, . . . . .	<i>Verdigris, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
McIntyre, Willie, . . . . .	<i>Emporia, Lyon.</i>
Minor, Nannie Jane, . . . . .	<i>Emporia, Lyon.</i>
Myers, Maude Grace, . . . . .	<i>Emporia, Lyon.</i>
Rawlings, Frederick McDonald, . . . . .	<i>Emporia, Lyon.</i>
Reeder, John H., . . . . .	<i>Rosemont, Osage.</i>
Sarber, Elmer O., . . . . .	<i>Arkansas City, Cowley.</i>
Simpson, Bessie, . . . . .	<i>Emporia, Lyon.</i>
Taylor, Nora Sadie, . . . . .	<i>Emporia, Lyon.</i>
Vancleave, Pleasant David, . . . . .	<i>Plymouth, Lyon.</i>
Ward, Rose Ella, . . . . .	<i>Emporia, Lyon.</i>
Wells, William Mathew, . . . . .	<i>Emporia, Lyon.</i>

## SEVENTH YEAR—A DIVISION.

Alford, Thomas, . . . . .	<i>Sedan, Chautauqua.</i>
Armor, Gladdis Belle, . . . . .	<i>Emporia, Lyon.</i>
Atyeo, Willie, . . . . .	<i>Emporia, Lyon.</i>
Baxter, Eva Maud, . . . . .	<i>Emporia, Lyon.</i>
Broadwell, May Rena, . . . . .	<i>Emporia, Lyon.</i>
Brinkerhoff, Mrs. Minnie C., . . . . .	<i>Colfax, Chautauqua.</i>
Burr, Gertrude Marie, . . . . .	<i>Emporia, Lyon.</i>
Cotton, Thomas Clarence, . . . . .	<i>Angola, Labette.</i>
Coulter, Clarence, . . . . .	<i>Emporia, Lyon.</i>
Cowgill, Walter, . . . . .	<i>Emporia, Lyon.</i>
Cunningham, Ella, . . . . .	<i>Emporia, Lyon.</i>
Curt, Ethel, . . . . .	<i>Emporia, Lyon.</i>
David, Charles A., . . . . .	<i>Emporia, Lyon.</i>
Douglas, Arlie Fayett, . . . . .	<i>Emporia, Lyon.</i>
Dungee, Virginia Ina, . . . . .	<i>Emporia, Lyon.</i>
Elliot, Edith Sarah, . . . . .	<i>Emporia, Lyon.</i>
Gilman, Archie Eugene, . . . . .	<i>Emporia, Lyon.</i>
Hartman, Lottie, . . . . .	<i>Emporia, Lyon.</i>
Hogue, Sarah Louie, . . . . .	<i>Emporia, Lyon.</i>
Kemper, Lotta, . . . . .	<i>Chanute, Neosho.</i>
Leighty, Walter Henry, . . . . .	<i>Osage City, Osage.</i>
Madaris, Dayton, . . . . .	<i>Emporia, Lyon.</i>
May, Alfred Ezra, . . . . .	<i>Emporia, Lyon.</i>
May, Alpheus Wesley, . . . . .	<i>Emporia, Lyon.</i>
McCoy, Nola Francina, . . . . .	<i>Eskridge, Wabaunsee.</i>
McKissick, Cornelius, . . . . .	<i>Leavenworth, Leavenworth.</i>
Moffat, Thomas, . . . . .	<i>Inkerman, Ontario.</i>
Morris, Ella, . . . . .	<i>Emporia, Lyon.</i>
Morris, Mima, . . . . .	<i>Emporia, Lyon.</i>
O'Toole, Patrick, . . . . .	<i>Carteret, N. J.</i>
Reynolds, Orel Clyde, . . . . .	<i>Emporia, Lyon.</i>
Rhodes, Noble Gregory, . . . . .	<i>Jasper, Mo.</i>
Rice, Frank Joseph, . . . . .	<i>Oxford, Sumner.</i>

NAME.	POST OFFICE—COUNTY.
Robinson, Albert, . . . . .	<i>Emporia, Lyon.</i>
Snow, Homer, . . . . .	<i>Emporia, Lyon.</i>
Stevens, Ida Fay, . . . . .	<i>Belleville, Republic.</i>
Taylor, Jessie Minerva, . . . . .	<i>Emporia, Lyon.</i>
Thomas, Jennie Eudora, . . . . .	<i>Emporia, Lyon.</i>
Weber, William Jacob, . . . . .	<i>Wathena, Doniphan.</i>
Wharton, Eddie J., . . . . .	<i>Emporia, Lyon.</i>

## B DIVISION.

Bishop, William D., . . . . .	<i>Emporia, Lyon.</i>
Chilson, George, . . . . .	<i>Emporia, Lyon.</i>
Doudna, Erma, . . . . .	<i>Emporia, Lyon.</i>
Mahoney, Franklin E., . . . . .	<i>Lebo, Caffey.</i>
Rabourn, Nettie J., . . . . .	<i>Admire, Lyon.</i>
Smith, Maud Matilda, . . . . .	<i>Emporia, Lyon.</i>
Thompson, Adaresta, . . . . .	<i>Emporia, Lyon.</i>

## SIXTH YEAR.

Acheson, Nelson, . . . . .	<i>Emporia, Lyon.</i>
Alexander, Raymond, . . . . .	<i>Emporia, Lyon.</i>
Bean, Ida, . . . . .	<i>Emporia, Lyon.</i>
Broadwell, Pearl, . . . . .	<i>Emporia, Lyon.</i>
Bryant, Matthew, . . . . .	<i>Elk City, Montgomery.</i>
Coffman, Hayes, . . . . .	<i>Emporia, Lyon.</i>
Darrah, Ethel, . . . . .	<i>Emporia, Lyon.</i>
Field, Effie, . . . . .	<i>Emporia, Lyon.</i>
Finley, James, . . . . .	<i>Emporia, Lyon.</i>
Forde, Jessie, . . . . .	<i>Emporia, Lyon.</i>
Fyfe, Ella, . . . . .	<i>Comeskey, Lyon.</i>
Giger, Eddie, . . . . .	<i>Emporia, Lyon.</i>
Griffiths, Maggie, . . . . .	<i>Arvonia, Osage.</i>
Hall, Ralph, . . . . .	<i>Independence, Montgomery.</i>
Hall, William, . . . . .	<i>La Junta, Col.</i>
Howard, Katy, . . . . .	<i>Emporia, Lyon.</i>
McKeon, Harry, . . . . .	<i>Emporia, Lyon.</i>
McMurtrie, Kitty, . . . . .	<i>Emporia, Lyon.</i>
Norton, Harry, . . . . .	<i>Emporia, Lyon.</i>
Rogers, Bernice, . . . . .	<i>Randall, Jewell.</i>
Schuyler, Lulu, . . . . .	<i>Emporia, Lyon.</i>
Silver, Cora, . . . . .	<i>Emporia, Lyon.</i>
Turner, Florence, . . . . .	<i>Emporia, Lyon.</i>
Wilcox, Grace, . . . . .	<i>Denver, Col.</i>

## FIFTH YEAR.

Atyeo, Lydia, . . . . .	<i>Emporia, Lyon.</i>
Bean, Etta, . . . . .	<i>Emporia, Lyon.</i>
Brewer, Louis, . . . . .	<i>Emporia, Lyon.</i>

NAME.	POST OFFICE—COUNTY.
Coffman, Lyman,	Emporia, Lyon.
Elliot, Blanche,	Emporia, Lyon.
Evers, Lena,	Dillon, Dickinson.
Finley, Robert,	Emporia, Lyon.
Firth, Lillie,	Emporia, Lyon.
Graham, James,	Howard, Elk.
Graves, Stella,	Emporia, Lyon.
Griffith, George,	Emporia, Lyon.
Hill, Maurice,	Emporia, Lyon.
Hopkins, Emmett,	Emporia, Lyon.
Loy, Florence,	Emporia, Lyon.
McCarty, Carrie,	Emporia, Lyon.
McCoy, Walter,	Emporia, Lyon.
Rich, Minnie,	Emporia, Lyon.
Sadler, Everit,	Emporia, Lyon.
Tavener, Ina,	Emporia, Lyon.
Taylor, Roy,	Lyons, Rice.
Tomlinson, Kate,	Emporia, Lyon.
Williams, Mamie,	Emporia, Lyon.
Wing, Augustine,	Emporia, Lyon.
Wing, Carrie,	Emporia, Lyon.

## INTERMEDIATE.

## FOURTH YEAR.

Carpenter, Edna.	Kellogg, Charles.	Rader, Inda.
Cooper, Arthur.	Langellier, Josella.	Taylor, Kittie.
Evers, John.	Newman, Bertha.	Thomas, Gladys.
Germey, Charles.	Plumb, Carrie.	Williams, David.
Gilchrist, Frances.	Prichard, Erma.	Wilson, Louis.
Hensel, Richard.		

## THIRD YEAR.

Bailey, Alfred.	McCarty, Eva.	Taylor, John.
Gordon, Harry..	Simpson, Arthur.	Wing, Susan.
Martindale, Chester.		

## SECOND YEAR.

Carpenter, Jessie.	Fox, Lena.	Tavener, Katie.
Coffman, Myra.	Jones, Maurice.	Thompson, Bland.
Edwards, Hannah.	Norton, Minnie.	Wing, Samuel.

## FIRST YEAR.

Baker, Maggie.	Ferrill, John.	McCarty, Wirt.
Buckwalter, Anna.	Kellogg, Mary.	Newman, Nellie.
Crowe, Laura.		

## SUMMARY OF ATTENDANCE.

Post Graduates, . . . . .	6
Fourth year, Seniors, . . . . .	42
Juniors, . . . . .	15
Third year, . . . . .	8
Second year, . . . . .	111
First year, . . . . .	428
Irregular and Special Students, . . . . .	27
Promoted from Grammar School, . . . . .	37
Specials in Kindergarten Methods, . . . . .	43
Special Music Pupils, . . . . .	41
Specials in Painting, . . . . .	14
	—772
Counted twice, . . . . .	50
	—
Model Department:	722
Grammar, . . . . .	119
Intermediate, . . . . .	39
Primary and Kindergarten, . . . . .	50
	—208
Total for the year, . . . . .	930

## COURSES OF STUDY.

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### NORMAL DEPARTMENT.

(Each term is 20 weeks in length.)

#### FIRST TERM.

- Arithmetic, 20 weeks.
- Declamation, weekly.
- Elocution, 20 weeks.
- Geography, Descriptive, 10 weeks.
- Grammar, 20 weeks.
- History, U. S., 10 weeks.

#### SECOND TERM.

- Algebra, 20 weeks.
- Book-keeping, 10 weeks.
- Declamation, weekly.
- Drawing, 10 weeks.
- Geography, Physical, 10 weeks.
- Penmanship, 10 weeks.
- Rhetoric, Elements of, 20 weeks.

#### THIRD TERM.

- Algebra, 20 weeks.
- Botany, 20 weeks.
- Drawing, 10 weeks.
- Essay, weekly.
- Latin, 20 weeks.\*
- Music, 10 weeks.

#### FOURTH TERM.

- Drawing, 10 weeks.
- Essay, weekly.
- Geometry, 20 weeks.
- Latin, 20 weeks.\*
- Music, 10 weeks.
- Physics, 20 weeks.

#### FIFTH TERM.

- Chemistry, 20 weeks.
- English Literature, 20 weeks.
- Latin (optional with any other fifth-term subject).
- Trigonometry and Surveying, 20 weeks.
- Zoölogy, 20 weeks.

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\* Branches from the fifth and sixth terms may be substituted for Latin.

## SIXTH TERM.

- General History, 20 weeks.  
Geology, 20 weeks.  
Latin (optional with any other sixth-term subject).  
Political Economy, 10 weeks.  
Astronomy, 10 weeks.

## SEVENTH TERM.

- Methods of Teaching, 10 weeks.  
Mental Science, 20 weeks.  
Teaching and Criticism, 20 weeks.  
Oration, weekly.  
Physiology and Hygiene, 20 weeks.  
School Economy and Management, 10 weeks.

## EIGHTH TERM.

- Civil Law, 8 weeks.  
History of Education, 20 weeks.  
Philosophy of Education, 10 weeks.  
Oration, weekly.  
Outlines and Reviews, 20 weeks.  
Teaching and Criticism, 20 weeks.  
Kindergarten and Primary Methods, 10 weeks.

Classes in Orthography occupy the time for general exercises indicated on the program, during part of each term.

Exercises in Calisthenics throughout each course. During a part, or all of the last year, students conduct classes in Calisthenics under the supervision of the Director in Training. Leaders of these classes meet weekly for special drill under the Director in Training.

A special class in Physiology is formed at the beginning of the second half of each term. Pupils who have completed at least one full term first-term subject or its equivalent, are admitted to this class without becoming irregular. Such pupils are permitted to enter the class in Management or Civil Law instead, if they elect.

## THE COURSES TABULATED ALPHABETICALLY.

The † indicates when the subject is studied.

Studies.	First Year.		Second Year.		Third Year.		Fourth Year.		Weeks.
	A.	B.	C.	D.	E.	F.	G.	H.	
Arithmetic . . . . .	†								20
Algebra . . . . .		†	†						40
Astronomy . . . . .							†		10
Book-keeping . . . . .		†							10
Botany . . . . .			†						20
Calisthenics . . . . .	†	†	†	†	†	†	†	†	
Chemistry . . . . .					†				20
Civil Law . . . . .								†	8
Declamation (weekly) . . . . .	†	†							40
Drawing . . . . .		†	†	†					30
Elocution . . . . .	†								20
English Literature . . . . .						†			20
Essay (weekly) . . . . .			†	†					40
General History . . . . .						†			20
Descriptive Geography . . . . .	†								10
Physical Geography . . . . .		†							10
Geology . . . . .							†		20
Geometry . . . . .				†					20
Grammar and Composition . . . . .		†							20
History, United States . . . . .	†								10
History of Education . . . . .								†	20
Kindergarten and Primary Methods . . . . .								†	10
Latin (optional)* . . . . .		†	†	†	†				80
Methods of Teaching . . . . .							†		10
Mental Science . . . . .							†		20
Music . . . . .		†	†						20
Oration (weekly) . . . . .				†	†	†	†	†	40
Outlines and Reviews . . . . .								†	20
Philosophy of Education . . . . .								†	10
Penmanship . . . . .		†							10
Physics and Meteorology . . . . .			†						20
Physiology and Hygiene . . . . .							†		20
Political Economy . . . . .						†			10
Rhetoric, Elements of . . . . .	†								20
School Economy and Management . . . . .							†		10
Teaching and Criticism . . . . .							†	†	40
Trigonometry and Surveying . . . . .						†			20
Zoölogy . . . . .					†				20

## EXPLANATION OF THE COURSES OF STUDY.

ELEMENTARY COURSE.—This course consists of the first, second, and fourth years' work.

ENGLISH COURSE.—This course consists of all the work of the four

\* Latin is optional with third-year subjects, term for term.

years; also special drill in methods of grading and superintending schools.

**LATIN COURSE.**—This course is the same as the English, with Latin substituted for the designated subjects.

**THE ACADEMIC COURSE** consists of the first three years' work, and physiology or mental science as the pupil may elect. A CERTIFICATE of graduation is given on the completion of this course. It is not a certificate to teach..

To graduate in one of the above courses, students must pass a final examination in each subject, with a standing of at least 80 per cent., and must take teaching and criticism (except in the Academic Course), in the Model Department, one hour per day for forty weeks, or its equivalent. Students are admitted to any term or year on examination.

~~No~~ No final examinations, except in course, will be given candidates for graduation within ten weeks preceding Commencement Day.

Students who present certificates of honorable dismissal from the State University, or the State Agricultural College, will without examination be credited with such CLASS records as are 80 per cent. or above.

#### DIPLOMAS AND CERTIFICATES.

Students completing any one of the first three courses named above are granted the diploma of the School, which *by law is a life certificate to teach in the schools of Kansas*. Those completing the first two years' work, together with one full term of some strictly professional subject, and who show an aptitude to teach, are entitled to a *one-year State certificate, good anywhere in the State*. Should a pupil desiring this certificate prefer, he may substitute one or two fourth-year subjects for a like number of fourth-term subjects.

#### SPECIAL FEATURES.

By examining the course of study, it will be seen that the strictly professional branches are grouped in a single year.

Each subject in the first and second years is taught every term. The same is true of some of the subjects in the last year. This enables students to enter at the beginning of the second term with as great advantage as at the beginning of the first.

Diplomas are awarded students completing the course at the end of the first term in each year, though there is but one regular Commencement Day. Members of the January class take part with the June class in the exercises of Commencement week.

#### LIST OF TEXT-BOOKS USED.

Algebra, Wentworth; Arithmetic, Wentworth & Hill; Astronomy, Gillet and Rolfe; Book-keeping, Bryant & Stratton's High School; Botany, Gray's Lessons Revised, and Field Book; Chemistry, Remsen; Constitution, Andrews; Drawing, Prang's American Text, De Forest's Short

History of Art; Elocution, Kidd and Monroe; English Literature, Smith; Political Geography, Appleton; Physical Geography, Eclectic; Geology, Le Conte's Compend; Geometry, Wentworth; Grammar, Reed & Kellogg; History, U. S., Johnston; History, General, Swinton; History of Education, Compayre; Latin, Allen & Greenough's Grammar, Collar and Daniels' Beginner's Book; Methods, Wickersham; Music, Appleton's Series; Orthography, Reed's Word Lessons; Philosophy of Education, Rosenkranz; Penmanship, Spencerian; Physics, Gage; Physiology, Martin's Human Body (unabridged); Political Economy, Chapin's Wayland; Psychology, Mahan; Rhetoric, Elements and Science, Hill; School Economy, Wickersham; Trigonometry and Surveying, Wentworth; Zoölogy, Packard and Colton.

Students are advised to bring their old text-books with them, as they will be useful for reference. Books needed in class-work will be furnished to Normal students by the dealers at wholesale prices.

*ANNUAL CATALOGUE.*

## PROGRAM OF RECITATIONS.

NOBMAI DEPARTMENT = FIBST TEBM

\*Special class, last half of term. Subjects occupying upper part of space are taught the first half of term; those in lower part, the last half. The others are full-term, 20 weeks, subjects. The divisions of the classes indicated by the numerals are of equal rank.

## GENERAL INFORMATION.

### PURPOSES OF THE SCHOOL.

The purposes of the School are best set forth in the act of the Legislature entitled "An act to establish, locate and endow a State Normal School;" "That there be and is hereby established and permanently located at the town of Emporia, Lyon county, a State Normal School, the exclusive purposes of which shall be the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common-school education, and in the mechanic arts, and in the arts of husbandry and agricultural chemistry, and in the fundamental laws of the United States, and in what regards the rights and duties of citizens," etc.

The course of study and methods of teaching in the Normal School are based upon the following principles:

1. That proficiency in the art of teaching is dependent upon a thorough knowledge of the fundamental principles of the science.
2. That every teacher should possess a historical as well as a philosophical knowledge of the means by which a harmonious development of the physical, intellectual and moral powers is secured.
3. That clear conceptions of methods can more readily be attained by an intelligent study of them in practical operation.
4. That our public schools should not be made practice-rooms for pedagogical novitiates, but that defects should be remedied and skill acquired in training-schools supervised by competent critics.
5. That development should always be paramount to acquisition.
6. That economy and adaptability should be the test of a method.
7. That self-government should be the aim of all discipline.
8. That high moral character is one of the essential qualifications of the good teacher.
9. That unity of aims and methods is necessary to the economic and successful management of the school system of a state.
10. That a training secured in working with appliances chosen with method in view always proves the most skillful.
11. That no teacher is properly equipped who is not familiar with the various methods of utilizing the material about him for illustrating simple lessons in all the physical sciences.

### CONDITIONS OF ADMISSION.

Teachers holding first-grade certificates are admitted to the Normal Department, second-term (first year) classes without examination. They are ranked, however, as first-term students until final records are

made upon first-term subjects by examination. The standard for the second, under the system of uniform examinations, has now become so satisfactory that teachers holding second-grade certificates are admitted to first-term classes, Normal Department, without examination. Nearly two hundred and fifty of the students in attendance the past year were holders of first or second-grade certificates.

Graduates holding diplomas from the following high schools are also admitted without examination:

<i>City.</i>	<i>Superintendent.</i>
Anthony, . . . . .	B. T. Davis.
Abilene, . . . . .	A. V. Jewett.
Arkansas City, . . . . .	L. H. Boyd.
Atchison, . . . . .	F. M. Draper.
Beloit, . . . . .	W. M. Jay.
Bunker Hill, . . . . .	Ira Fleck.
Burlington, . . . . .	H. C. Bosley.
Caldwell, . . . . .	C. M. Kingsley.
Clay Center, . . . . .	F. J. Baker.
Centralia, . . . . .	O. M. Bowman.
Chanute, . . . . .	C. M. Light.
Concordia, . . . . .	D. F. Hoover.
El Dorado, . . . . .	C. F. Gates.
Emporia, . . . . .	J. E. Klock.
Eureka, . . . . .	W. S. Picken.
Fort Scott, . . . . .	D. Beemis.
Garnett, . . . . .	J. B. Robinson.
Great Bend, . . . . .	William Reece.
Hiawatha, . . . . .	E. C. Rosseter.
Humboldt, . . . . .	C. E. Estey.
Independence, . . . . .	T. W. Conway.
Iola, . . . . .	F. H. Umholtz.
Junction City, . . . . .	S. V. Mallory.
Lawrence, . . . . .	E. Stanley.
Leavenworth, . . . . .	John Cooper.
Leon, . . . . .	R. S. Cosner.
Lindsborg, . . . . .	E. W. Myler.
Manhattan, . . . . .	W. E. Whaley.
Marion, . . . . .	D. W. DeLay.
Minneapolis, . . . . .	H. F. Clark.
Neosho Falls, . . . . .	A. J. Jones.
Ness City, . . . . .	J. E. Williams.
Newton, . . . . .	J. W. Cooper.
Olathe, . . . . .	B. S. McFarland.
Osborne, . . . . .	E. M. Brocket.
Rosedale, . . . . .	C. H. Nowlin.
Parsons, . . . . .	C. H. Harris.
Sabetha, . . . . .	I. B. Morgan.
Scranton, . . . . .	Ellen Kirby.
Sedgwick, . . . . .	H. W. Charles.
Seneca, . . . . .	J. G. Schofield.
Topeka, . . . . .	J. M. Bloss.
Wellington, . . . . .	L. Tomlin.
Wichita, . . . . .	M. Chidester.
Winfield, . . . . .	J. H. Hayes.

Other candidates for admission are required to pass a fair examination in the common branches—arithmetic, reading, geography, gram-

mar, U. S. history, writing, and spelling, and must present a certificate of good moral character from the county superintendent, or from some responsible person to whom the candidate is well known.

In Arithmetic, candidates are examined through the simpler applications of percentage. The questions are mainly upon *least common multiple, greatest common divisor, fractions, compound numbers, and analysis.*

In Geography, the entrance examination includes detailed information upon one's county, State, and nation, the continents, the earth as a whole, measurements upon the earth, latitude and longitude, climatic changes, their causes, and the relations of natural resources to occupations.

In Grammar, candidates are required to give evidence of a general, practical knowledge of etymology, together with a fair understanding of the simple principles of syntax.

In History, the examination embraces those portions of United States history known as The Period of Discovery, The History of the Colonies, and the Revolutionary War, (1492-1789.)

In Reading, candidates are examined upon the elementary sounds of the language, upon the definitions of the most common terms employed, and upon their ability to interpret and read the ordinary selections found in our school books and newspapers.

Ability to write and spell at least fairly well, as shown in the examination papers on above subjects, is required.

Regular examinations for admission will be held on the first and second days of each term. For the accommodation of students entering later in the term, special examinations will be given on *Monday and Tuesday only* of each week. A fee of \$1 is charged for all such special examinations, except for those given on Monday and Tuesday of the eleventh week of each term. Candidates for advanced standing will be subject to same conditions.

#### FINAL EXAMINATIONS.

Candidates for advanced standing will be given final examination on any subject in the course, at the times and on the conditions named under "Conditions of Admission," which see. Each candidate will be required to give satisfactory evidence of a thorough acquaintance with the text-book designated in the list given, or with one of equivalent grade. No final examinations, except in course, will be given candidates for graduation within ten weeks of Commencement.

#### FEES.

The incidental fee is \$5 per term of 20 weeks, payable in advance.

Tuition is free to all regular students; to others, \$8 per term. See mileage.

During the last year no fees are charged those who subscribe to the following declaration:

"I hereby solemnly declare, that my chief purpose in attending the State Normal

School is to fit myself for teaching in the schools of Kansas; and I pledge myself to report to the President of the School, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

The fee for special course in kindergarten and primary methods mentioned on page 55, is \$5.

No deduction will be made for a less time than one month.

No fees will be refunded except in case of protracted sickness; but in case of absence from other causes, the President may at his discretion credit unused balance on a future term.

#### BOARD.

Students find little difficulty in securing pleasant accommodations within easy reach of the building. Every effort is made to reduce expenses to the minimum. A late canvass shows that many students are paying \$2.75 and \$3.00 for board in private families, while a few pay \$3.25 to \$3.50 per week. Clubs are organized during the year, which report a reduction of about one-third from above rates. Those who board themselves reduce the cost about one-half. Several report the cost of self-boarding as low as \$1 per week. A careful comparison with the cost of living at other schools in the State, shows that students demanding the same kind of accommodations live with as little expense here as at any of them.

#### ROOMS.

Good unfurnished rooms, capable of accommodating from two to four students, rent for from \$2 to \$4 per month. Furnished rooms rent for from \$4 to \$6 per month.

#### SECOND-HAND STORES.

There are several good second-hand stores in the city, and students can buy and sell, at a loss about equal to rent of, furniture and cooking utensils.

#### PROBABLE COST FOR A TERM OF TWENTY WEEKS.

Incidental fees,	from \$0 to \$5
Board and fuel,	" 25 " 60
Books,	" 5 " 8
Washing,	" 6 " 10
Total,	\$36 \$83

That the above estimate covers necessary expenses, may be seen from the reports of pupils attending the School. Of those who were self-boarding, average expense, all told, \$40.41; nearly one-third reported average expense, all told, as low as \$30; boarding in private families, average expense, all told, \$75.52. The report taken at the close of the present year makes little change in the amounts above given.

#### MILEAGE.

All Normal students living outside of a radius of one hundred miles from Emporia may have necessary railroad fare beyond that limit re-

funded by the President of the Faculty, on presentation of receipts of agents from whom tickets are purchased.

Above fare is counted for one round trip only per year, and the rule applies only to those students paying incidental fee for the entire year.

Students in attendance and paying incidental fee for one full term of twenty weeks, are entitled to have one-half of said extra fare refunded.

These rules apply only to those students living within the limits of the State of Kansas.

Many students take advantage of these liberal provisions. Nearly one hundred received mileage last year.

#### BUILDING, APPARATUS, ETC.

The building is a stately and beautiful edifice, admirably adapted to the purposes of the School. The main corridor is about two hundred feet long, and the entire building contains fifty rooms, exclusive of closets and wardrobes, especially adapted to the wants of the School — making it one of the most complete and convenient buildings of the kind in this country. It is supplied with water from the city water works, with gas, electric bells, has telephonic connection with the city exchange, and is heated by steam. The laboratories for the departments of the natural sciences are liberally furnished with the latest and best appliances for illustration and experimentation. The apparatus is already valuable, and is increasing each year. The natural history collection is growing rapidly, and is a valuable aid to class work.

Two rooms on the third floor are set apart for a permanent exhibit of school work and school appliances. All of the grades are represented, and the value of this exhibit can hardly be over-estimated.

The library and reading room occupy a handsome suite of three rooms on the second floor of the south end of the new wing. Our friends are delighted with these beautiful and roomy quarters.

The music department occupies three fine rooms on the third floor. The school now possesses six pianos and an organ, thus supplying a sufficient number of instruments to accommodate all who may wish to use them for practice. The department of drawing is well equipped with a full line of casts, reliefs, models, typical historical ornaments, illustrations of the various schools of architecture, photographs, etchings, engravings, stereopticon views, etc. Every year valuable additions are made to this collection. It is conceded that no other Normal School west of New York possesses completer facilities for instruction in art. The department occupies two rooms on the second floor.

The rooms devoted to the Kindergarten and Model School are furnished with all the modern appliances in the way of modeling boards, sand pans, number rods, reading boxes, balances, measures, charts, maps, geometrical forms, gifts, books for little people, collections of the most common and most interesting minerals, etc. The Regents appreciate the value of the splendid line of helps now so generally regarded as es-

sential in all primary and intermediate work, and make a liberal provision for their use by the pupil-teachers.

The gymnasium is well supplied with apparatus for physical exercise. Besides rings, wands, clubs, bean bags, dumb-bells and chest weights for light gymnastics, it is adding walking-rings, ladders, and such other material for heavy gymnastics as the space will allow. A complete set of apparatus for making physical measurements has been added during the year.

What has been said of the facilities in a few of the departments, is equally true of all.

#### LIBRARY.

As stated in another place, the library is located in a handsome suite of rooms in the new wing. It contains about 5,000 volumes of choice books, most of them selected with special reference to the needs of the School. The list embraces a fine line of cyclopedias, lexicons, gazetteers, and educational reports; works on the theory, the art, and the history of education; and standard works on history, literature, science, philosophy, etc. Students have free access to all of the books, under such restrictions as will insure proper care. No one thing is more imperative in the education of teachers than a good professional library. The annual appropriation of \$500 for the purchase of new books, is rapidly making the library one of the most valuable features of the School. In selecting a school in which to secure an education, young men and women should not forget this feature of the State Normal School.

The value of buildings and grounds and endowment now aggregates nearly \$400,000.

The profession is to be congratulated on the generous provisions the State is making for the higher education of its teachers.

#### COURSE IN READING.

The following-named books are suggested for general reading during attendance at the School. It is thought that every pupil will find time each term to read at least two of the books named for his class. Some will be able to read them all:

*For the A Class.*—The Talisman, Scott; Forms of Water, Tyndall; History of the English People, Green; Longfellow's Poems; Gold Foil, J. G. Holland; Life of George Washington, Irving.

*For the B Class.*—Life of Thomas Jefferson, Parton; A Tale of Two Cities, Dickens; Conquest of Mexico, Prescott; Travels, Bayard Taylor; Orators and Oratory, Matthews; Lowell's Poems.

*For the C Class.*—Leonardo de Vinci; Ben Hur, Gen. Lew Wallace; Beacon Lights of History, Lord; Essays, Addison; The Sun, Dr. A. C. Young; Tennyson's Poems.

*For the D Class.*—Romola, George Eliot; History of France, Guizot; Poems, Scott; Essays, Ruskin; The Queens of England, Strickland; Homes Without Hands, Wood.

*For the E Class.*—Last Days of Pompeii, Lytton; History of England, Macaulay; Poems, Goethe; Essays, Carlyle; Life of Oliver Cromwell, Carlyle; Sketches of Creation, Winchell.

*For the F Class.*—Les Misérables, Victor Hugo; Decline and Fall of the Roman Empire, Gibbon; Milton (English Men of Letters Series); Poems, Mrs. Browning; Essays, Emerson; Solar Physics, Proctor.

*For the G Class.*—Sans Souci, Mühlbach; Rise of the Dutch Republic, Motley; Poems, Milton; Essays, Macaulay; Life of Thomas Carlyle, Froude; The Atomic Theory, Wurtz.

*For the H Class.*—The Marble Faun, Hawthorne; History of the United States, Bancroft; Poetry, Shakespere; Essays, Bacon; Frederick the Great, Carlyle; Conservation of Energy, Balfour Stewart.

#### READING ROOM.

Our tables are liberally supplied with periodicals adapted to the general as well as to the special wants of the pupils. The publishers of the following papers have kindly placed the School upon their regular mailing list:

#### DAILIES.

Beacon, Wichita.	Journal, Topeka.
Capital, Topeka.	Monitor, Fort Scott.
Sentinel, Garden City.	News, Emporia.
Democrat, Emporia.	

#### WEEKLIES AND MONTHLIES.

Beacon, Wichita.	Messenger of Peace, Richmond, Ind.
Call, Hartford.	Messenger, Eureka.
Catholic, Leavenworth.	Messenger, Minneapolis.
Christlicher Bundesbote, Berne, Ind.	News, Belle Plaine.
Courant, Cottonwood Falls.	Palladium, Parsons.
Courant, Howard.	Plain Truth, Stafford.
Cottonwood Valley Times, Marion.	Post, Neosho Falls.
Daylight, Concordia.	Press, Girard.
Democrat, Burlingame.	Printer Girl, Topeka.
Democrat, Emporia.	Prohibitionist, Lyons.
Democrat, McPherson.	Republican, Burlington.
Democrat, Howard.	Republican, El Dorado.
Dispatch, Clay Center.	Republican, McPherson.
Electrical Review, New York.	Republican, Paola.
Gazette, Kansas City, Kas.	Recorder, Holton.
Gazette, Sterling.	Record, Marion.
Graphic, Sedan.	Register, Iola.
Guard, Council Grove.	Republican-Record, Erie.
Herald, Eureka.	Review, Clifton.
Industrialist, Manhattan.	Rustler, Turon.
Irish World, New York.	School Signal, Russell.
Journal, Augusta.	Sentinel, Cherokee.
Journal, Garnett.	Sentinel, Solomon City.
Journal, Ottawa.	Standard, Leoti.
Journal, Russell.	Standard, Wellington.
Journal, Salina.	Standard, Chicago.
Kansas Farmer, Topeka.	Sumner County Press, Wellington.
Kansas People, Osage City.	Times, Millbrook.
Kansas Star, Olathe.	Tribune, Great Bend.
Kansas Telephone, Manhattan.	Torch of Liberty, Mound City.
Kansas Tribune, Independence.	Walnut Valley Times, El Dorado.
Leader, Kingman.	Western Veteran, Topeka.
Leader, Liberal,	World, Hiawatha.

In addition to the above, the following papers and periodicals are regularly received:

Art Amateur, New York.  
 American Teacher, Boston.  
 Atlantic Monthly, Boston.  
 Century, New York.  
 Decorator and Furnisher, New York.  
 Dress Magazine, New York.  
 Education, Boston.  
 Forum, New York.  
 Frank Leslie's Newspaper, New York.  
 Garden and Forest, New York.  
 Golden Rule, Boston.  
 Good Housekeeping, Holyoke, Mass.  
 Harper's Bazaar, New York.  
 Harper's Weekly, New York.  
 Harper's Monthly, New York.  
 Independent, New York.  
 Intelligence, Chicago.

Journal of Education, Boston.  
 Literary World, Boston.  
 Little Men and Women, Boston.  
 Magazine of American History, N. Y.  
 Nation, New York.  
 North American Review, New York.  
 Popular Science Monthly, New York.  
 Public Opinion, New York.  
 Science, New York.  
 Scientific American, New York.  
 Scribner's Magazine, New York.  
 School Journal, New York.  
 Voice, The, New York.  
 Western School Journal, Topeka.  
 Weekly Times, London, England.  
 Youth's Companion, Boston.

#### LITERARY SOCIETIES.

The regular work of the class-room is well supplemented by the general exercises in the literary societies. The Lyceum, Literati, and Belles-lettres societies meet on Friday evenings in their large and tastefully-furnished halls. The Alpha Society and the Oratorical Association afford excellent facilities for improvement in extemporaneous debate and original oration. The Amasagacian Society, composed of model-school and first-term pupils, holds its meetings on Friday afternoons.

#### LECTURES.

In addition to lectures by members of the Faculty at stated intervals, a full course of first-class entertainments is engaged with the opening of each year. Students get the advantage of very low rates, and the net proceeds go to the literary societies of the School. Tickets for the regular course of five entertainments, reserved seats included, are \$1 each. The course for the past year consisted of lectures and entertainments by George R. Wendling, Joseph Cook, The Meigs Sisters, Professor Trueblood, and Judge Tourgée.

#### PRIZE CONTESTS.

Prizes are offered for the highest proficiency in declamation, essay, debate, and oration.

The prizes are a Shakespere, History of England, or some other valuable book or books.

The contest in declamation is open to first-year students only; in essay, to the second-year students. The contestants in oration are selected from a list supplied by the Oratorical Association of the School. The successful contestant in oration represents the Society in the annual contest of the Inter-Collegiate Association of Kansas.

The contest in debate is open to all students in the Normal Department. The contestants are selected by the Lyceum, Literati and

Belles-lettres societies—two from each society; two of the societies contesting each year in order as provided by the regulations governing the contest.

The prize in last debate was won by the Literati Society, represented by Jeremiah M. Rhodes, Jasper, Mo., and William B. Brown, Howard, Kansas.

The prize in last declamation contest was won by Frank S. Hays, Richland, Kansas.

The prize in last essay contest was won by John T. Russell, Bronson, Kansas.

The prize in last contest in oration was won by George I. Adams, Moran, Kansas.

#### DISCIPLINE.

So many of our pupils have already had some experience in practical life, that they become valuable aids in developing a healthy school sentiment. This renders few restraints necessary. Still, every effort of the Faculty is given toward making the pupils self-reliant, self-controlled men and women; and those whose best endeavor is not in accord with this purpose are summarily dismissed from the School.

#### TO OUR FRIENDS.

It is hoped that the Alumni and other friends will join the officers of the School in extending its benefits as widely as possible.

County superintendents and others who desire to promote popular education, are requested to consider the claims of the Normal School when they are called upon for advice by those who desire to perfect themselves in the teacher's art. It is believed that it presents as favorable opportunities for becoming acquainted with the science and art of education as any institution in the West.

It is always the pleasure of the Faculty to aid school officers in securing competent teachers. Letters of inquiry addressed to the President will receive prompt attention.

#### ADMISSION FROM HIGH SCHOOLS.

The President of the Faculty will take pleasure in corresponding with school principals and superintendents who may desire to make such arrangements as may be necessary in order that their high-school diplomas may admit candidates to the Normal Department of the School without examination. See list of schools whose diplomas are already recognized, on p. 35.

#### MISCELLANEOUS.

Students are not permitted to take any work outside of their regular classes, without the express permission of the President.

Students will not be excused from their classes to go home before the regular recesses begin.

Absence from any required exercise must be accounted for before a student can be permitted to enter a succeeding recitation.

The Young People's Society of Christian Endeavor occupies a well-furnished room in the third story of the building. Devotional meetings are held every Sabbath afternoon, to which all students are cordially invited. The city is liberally supplied with churches, whose doors are ever wide open to all.

The Atchison, Topeka & Santa Fé, the Kansas City & Emporia, and the Missouri, Kansas & Texas railroads, with their extended branches, make Emporia easily accessible from all parts of the State.

The street cars run from all of the city railroad depots to the Normal grounds; fare, five cents.

#### ADVICE.

Those proposing to enter are reminded of the importance of being present at the opening of the session. The student who is behindhand then rarely makes up what he has lost, and will feel a constantly increasing embarrassment throughout the entire term. The habit which is thus indulged indicates a lack of fitness for the profession of teaching. Those students whose standing is to be determined by examination should be present on the days appointed; otherwise they will subject themselves and the teachers to the inconvenience of special examinations.

Students arriving in the city will report at once at the office of the President, where they will receive such assistance in securing homes as they may require.

 Read this Catalogue carefully, and write to the President for any information that it does not supply.

#### ANALYSIS OF THE ATTENDANCE.

The attendance is keeping pace with the wonderful growth of the State. During the past year, the number enrolled in the Normal Department was 722, and in the Model School 208. A limited number only is admitted to the Model School.

Three hundred and forty-eight students reported that they had experience in teaching in the public schools, 84 having taught from five to ten years, and several from ten to fifteen years. Sixty-one held first-grade and 173 second-grade certificates on entering. More than 236 are over 21 years of age. The graduating class of 1886, 33 members, averaged about 25 years of age, with an average teaching experience of over 3½ years. The class of 1887 averaged over 23 years in age, and 3 years' experience in teaching. The class of 1888, 41 members, averaged 23 years of age and over 2 years' teaching experience.

These facts afford some idea of the character of students in attendance, and show how fully the School is carrying out the idea for which it was founded.

The following-named counties, eighty in all, were represented in the School during the past year. It must always be borne in mind that as younger children make up the classes in the primary and intermediate departments of the Model School, the pupils listed are largely from Emporia or from the immediate vicinity. Many pupils, both in the

Normal and the Model School, who are enrolled as from Emporia, belong to families residing here temporarily for the purpose of educating their children:

Allen, . . . . .	15	Linn, . . . . .	3
Anderson, . . . . .	10	Logan, . . . . .	1
Atchison, . . . . .	2	Lyon, . . . . .	358
Barber, . . . . .	3	Marion, . . . . .	9
Barton, . . . . .	1	Marshall, . . . . .	2
Bourbon, . . . . .	3	McPherson, . . . . .	7
Brown, . . . . .	5	Meade, . . . . .	2
Butler, . . . . .	15	Miami, . . . . .	6
Chase, . . . . .	14	Mitchell, . . . . .	3
Chautauqua, . . . . .	10	Montgomery, . . . . .	9
Cherokee, . . . . .	6	Morris, . . . . .	12
Clay, . . . . .	8	Nemaha, . . . . .	5
Cloud, . . . . .	6	Neosho, . . . . .	15
Coffey, . . . . .	19	Ness, . . . . .	1
Cowley, . . . . .	4	Norton, . . . . .	2
Crawford, . . . . .	5	Osage, . . . . .	36
Dickinson, . . . . .	10	Osborne . . . . .	4
Doniphan, . . . . .	6	Ottawa, . . . . .	3
Douglas, . . . . .	6	Pawnee, . . . . .	1
Edwards, . . . . .	2	Phillips, . . . . .	5
Elk, . . . . .	11	Pottawatomie, . . . . .	4
Ellis, . . . . .	1	Reno, . . . . .	12
Ellsworth, . . . . .	1	Republic, . . . . .	6
Franklin, . . . . .	7	Rice, . . . . .	4
Geary, . . . . .	2	Riley, . . . . .	5
Gove, . . . . .	3	Russell, . . . . .	3
Gray, . . . . .	2	Saline, . . . . .	3
Greenwood, . . . . .	14	Scott, . . . . .	1
Hamilton, . . . . .	1	Sedgwick, . . . . .	9
Harper, . . . . .	4	Shawnee, . . . . .	30
Harvey, . . . . .	6	Smith, . . . . .	3
Haskell, . . . . .	1	Stafford, . . . . .	3
Jackson, . . . . .	5	Sumner, . . . . .	9
Jefferson . . . . .	8	Wabaunsee, . . . . .	13
Jewell, . . . . .	3	Wallace, . . . . .	1
Johnson, . . . . .	2	Washington, . . . . .	4
Kingman, . . . . .	5	Wilson, . . . . .	5
Kiowa, . . . . .	9	Woodson, . . . . .	13
Labette, . . . . .	14	Wyandotte, . . . . .	4
Leavenworth, . . . . .	17		
Lincoln, . . . . .	4	Total, . . . . .	886

The following-named States and Territories, 16 in all, were also represented:

Colorado, . . . . .	2	New Mexico, . . . . .	2
Illinois, . . . . .	2	New York, . . . . .	1
Indiana, . . . . .	5	Ohio, . . . . .	6
Indian Territory, . . . . .	2	Oklahoma, . . . . .	1
Iowa, . . . . .	3	Ontario, . . . . .	1
Michigan, . . . . .	1	Pennsylvania, . . . . .	1
Missouri, . . . . .	13	Wisconsin, . . . . .	1
Nebraska, . . . . .	2		—
New Jersey, . . . . .	1	Total, . . . . .	44

The nativities of the pupils, 698 reporting, are as follows:

Colorado,	1	Mississippi,	1
Connecticut,	2	Missouri,	41
Dakota,	1	Nebraska,	4
Delaware,	2	New York,	13
Illinois,	118	North Carolina,	4
Indiana,	68	Ohio,	69
Iowa,	47	Pennsylvania,	45
Kansas,	202	Tennessee,	3
Kentucky,	12	Texas,	3
Maryland,	3	Virginia,	1
Massachusetts,	2	West Virginia,	8
Michigan,	13	Wisconsin,	14
Minnesota,	1	Wyoming,	1
Canada,	6	Nova Scotia,	1
England,	4	Russia,	3
Germany,	2	Wales,	1
Ireland,	2		

NATIONALITIES.—The pupils, 610 reporting, trace their ancestry on their father's side as follows:

English,	252	Norwegian,	2
French,	9	Scotch,	104
German,	131	Swedish,	4
Irish,	81	Swiss,	3
Italian,	1	Welsh,	23

The occupations of the parents of the pupils, 639 reporting, are as follows:

Architect,	1	Insurance agents,	3
Auctioneer,	1	Justice of peace,	1
Baggage master,	1	Laborer,	1
Blacksmiths,	5	Lawyers,	15
Boarding house,	3	Livery,	1
Book agent,	1	Lumber dealer,	1
Bookkeeper,	1	Lumber and stone,	1
Broker,	1	Marble dealers,	2
Butchers,	2	Machinists,	2
Cabinet makers,	2	Machine agent,	1
Carpenters,	14	Merchants,	34
City clerk,	1	Millers,	3
Contractors,	4	Milliners,	2
County officer,	1	Ministers,	14
Coal dealer,	1	Music teacher,	1
Clerk,	1	Nurserymen,	2
Dairymen,	2	Paperhanglers,	2
Doctors,	11	Painters,	2
Druggist,	1	Postmasters,	2
Editors,	3	Railroad conductor,	1
Engineers,	2	Real-estate dealers,	14
Farmers,	428	Seamstress,	1
Fruit growers,	3	Shoemakers,	3
Gardener,	1	Stock dealers,	9
Harness,	2	Stone masons,	2
Horticulturists,	3	Teachers,	11
Hotel-keeper,	1	Ticket agent,	1
Housekeeping,	6	Traveling salesmen,	4

## OUTLINE OF INSTRUCTION.

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[A brief outline of a few subjects is given, that a general idea may be gathered of the work done in all. The instruction in every subject is as comprehensive and as thorough as that of the best colleges.]

### MENTAL SCIENCE.

Twenty weeks are given to the study of mental science. It is made a prominent feature in the work of the last year—the instruction anticipating the study of the philosophy of education. The following outline is made the basis of the inquiry into the facts of the student's own consciousness. Around this are grouped the facts of observation. Special attention is given to the order and laws of the development of the faculties.

**MENTAL POWERS.**—*Intellect*—Primary faculties, presentative: Perception, external, sense perception—gives knowledge of phenomena and qualities of matter; internal, consciousness—gives knowledge of mental states; reason—source of implied knowledge, intuitions; primary ideas—time, space, cause, etc.; secondary ideas—God, right, beautiful, etc. Secondary faculties: Understanding, notion-forming power, process, kinds of concepts; judgment—determines relations; classes, processes, synthetic, analytic; memory—reproductive power, elements, laws; imagination—constructive power, kinds, relation to ideas, source of material, taste. Supplementary to intellect: Laws of investigation, testimony, instinct, methods of cultivating the intellectual faculties.

**Sensibilities:** Animal phenomena and propensities—sensations and appetites; emotions—instinctive and rational; affections—benevolent and malevolent; desires—continued existence, action, knowledge, etc.; general active principles—self-defense, self-love, conscience. Supplementary: Religious propensities; methods of cultivating the sensibilities.

**Will:** Elements—motive, choice, volition; methods of cultivating each.

### PHILOSOPHY OF EDUCATION.

Ten weeks are given to the philosophy of education, with Rosenkranz as the basis of the investigation and study. It comprehends the nature, form, and limits of education; its physical, intellectual, and moral elements.

### HISTORY OF EDUCATION.

Twenty weeks are given to the study of the educational systems and methods of ancient, medieval and modern nations. The work includes a careful inquiry into the lives and educational theories of all the great

writers and teachers, together with a critical survey of the development of systems and methods that now find general acceptance, as well as a full discussion of current educational questions. Payne's translation of Compayre's *History of Pedagogy* is the leading text used.

#### SCHOOL ECONOMY AND MANAGEMENT.

Ten weeks are given to the following topics:

1. School organization: (a) Principles, aims, modes. (b) Nature of a graded school—basis of gradation. (c) Courses of study. (d) Nature and value of reviews—frequency. (e) Examinations—how, when, how often; nature. (f) Reports and records. (g) Teachers' meetings. (h) Criticisms—value, limitations, dangers.
2. Employment: (a) study. (b) Recitations. (c) Recreation.
3. Government: (a) Objects. (b) Forces. (c) Principles. (d) Methods.
4. Physical conditions: (a) Sites. (b) Ventilation. (c) Light. (d) Heat. (e) Exercise.
5. Moral culture: (a) Conditions. (b) Limitations. (c) Objects. (d) Methods.
6. Supervision: (a) Ends, value, and modes of supervision. (b) The Superintendent: (1) His qualifications. (2) Duties. (3) His relation to teachers, pupils, parents. (c) Discipline. (d) Course of study.

#### METHODS OF INSTRUCTION AND PRINCIPLES OF TEACHING.

Ten weeks are given to these topics: The elements of Knowledge; Language; Formal, Empirical, Rational, and Historical Sciences; the relation of the Arts to common-school course of study. Care is taken in developing the principles of teaching inferable from the nature of mind and from the nature of knowledge.

#### TRAINING DEPARTMENT.

The work of this department is peculiar to normal schools, and is therefore not found in the ordinary academy or college. Its attention is given entirely to such subjects as pertain exclusively to the work of the teacher.

As it prepares teachers for Kansas schools, it includes a careful and exhaustive study of Kansas school laws, together with decisions of State Superintendents and courts in this State, and such decisions from other States as may aid in the interpretation of a teacher's rights and duties. The training class also make a careful study of school blanks, examining not only those that are furnished by the State Superintendent to the different counties, but also such as are used in the schools of various cities and villages.

For another part of the work, a text is furnished to the class which gives a very full view of the organization and management of city school systems throughout the United States. There is also a great deal of valuable information on this and kindred subjects which is gleaned from city and State reports, late issues of which are kept

convenient for reference. This study of school systems helps the members of the training class to do good work in the model graded school, as well as prepares them for future work in school principalships.

A careful criticism and comparison of different series of text-books in all the common branches of study is here made, so that the students may be able to discover readily the merits and faults of books, may have a proper ideal of what constitutes a good book, may know what is being done by the various publishing houses in the way of preparing school books, and may be prepared to choose wisely whenever it is their duty to select text-books for class use.

Special care is taken in a systematic outlining of subjects in a manner helpful to the teacher. These outlines are prepared from three different standpoints:

(1.) That of a school superintendent or principal, who in preparing a course of study indicates the extent to which the work should be carried in each subject each term, but leaves to another outline or to the discretion of the teacher the particular material to be used in the different parts of the term. This is called a general outline, and gives in a brief statement the principal points of interest in a given connection.

(2.) That of a class-room teacher, who in preparing a subject for presentation to a class shows minutely the points to be given, and names them in the order in which they are to be taught. This is called a working outline, and is not designed to include all parts of a subject, nor always to present in a logical order those points which are included.

(3.) That of a student, who when he has mastered a subject wishes to fix it clearly in his mind. Such an outline the teacher should be able to suggest in preparing a class to systematize its knowledge. This is called a logical outline, and shows the logical relation of the parts of a subject. Two logical outlines of the same subject may differ widely and yet be equally correct, the difference arising from their being made on different plans.

The study of the best methods of giving physical training in the public schools is a part of the work of this department. The practical part of this subject embraces two somewhat distinct kinds of work, viz.: practice in calisthenic exercises and experience in leading classes in the exercises. For the student, the former is valuable, since it helps to give the body strength to endure the strain of school life; and the Delsarte exercises, now being added, give grace of movement and greater responsiveness in elocutionary exercises. For the teacher, the latter is certainly one of the most important kinds of training, because nothing else probably does so much to fit one for controlling an assemblage of people as does the experience of directing calisthenic movements with military promptness and precision.

The students in the Senior year, and any others who may be conducting classes in calisthenics, have special instruction from the training teacher in the theory and methods of physical training; and all

who graduate are expected to make a satisfactory record in this instruction, and in the work of managing classes.

The work of observing and criticising in this department has been made very effective during the past year. The students make a systematic study of the excellences and the defects of the teaching done by other and perhaps more experienced pupil-teachers. Those who thus make a careful analysis of the elements of success or failure in the work they observe, gain much more in teaching-power than can be gained by any desultory observation without special direction or by merely noticing what is done while they receive academic instruction from a teacher, however successful that teacher and however excellent his methods. In the very nature of things, a student cannot make the greatest progress in learning how to teach, when his attention and his entire intellectual strength are turned to the academic subjects in which he is himself being taught. In the work of the ordinary classroom, either the pupil fails to study the methods of the teacher, or the teacher fails to hold the attention of his class to the subject before it, and is clearly not a fit exemplar of methods.

Special drill is given in the presentation of oral lessons in the natural sciences and matters of general information. A number of pupil-teachers unite in this work at the same hour in the same room, and take turns in presenting the subjects. The topics are announced in advance, and all prepare papers suggesting what should be done on each subject. The teacher who is to present any given subject receives the suggestions of all the others on that subject, and adds to his own plan anything that he finds of value. The work of each teacher thus presents before the training class the combined best thought of all. After his exercise is given, he receives the written criticism of each, and thus his errors are emphatically pointed out so that he may avoid them at his next presentation of a subject. The help which this early cautioning about faults gives to a young teacher can be appreciated by none so fully, perhaps, as those older teachers who have gone through all their later years conscious of bad teaching habits which might easily have been prevented if some kindly critic had pointed out the faults when they first appeared. Severe as the ordeal may be, the young teacher can have no better experience than this.

At the general meeting of pupil-teachers, class exercises are presented for criticism and suggestion, the training teacher and his assistants being present at all these meetings and joining in this work. There are also regular meetings of pupil-teachers which bring together only those who teach the same pupils. These afford special opportunity for the study of the work peculiar to each grade, and for comparison of notes upon the work of individual pupils. Each teacher here learns whatever the experience of the others has shown in regard to the needs and nature of each pupil, and the teachers here receive careful instruction as to what should be done to secure the highest success for the pupils of the grade. It is believed that this careful supervision of the

work done in each grade secures a higher average of excellence in the teaching done here than is ordinarily found in the same grades of country and city schools where the teacher is not so constantly stirred to do the best possible work.

The most valuable feature of the training department is the actual practice which students have in conducting classes in the various grades and subjects. No other test will so satisfactorily show whether a young man or a young woman is sure to be a good teacher. Successful work as a student, brilliant and interesting recitation in the classroom, even the power of analyzing and explaining difficult subjects so the other members of the class understand as never before—all these fail to prove power for satisfactory discipline and teaching. No amount of *talking* about how the work should be done and *seeing* how it is done can give the strength which comes from actual *doing*. The teachers who go from this department to take charge of schools of their own, go with an experimental knowledge of what difficulties are to be met and how to meet them; they go about their work with a self-possession which can come only from a successful experience. Care is taken in this department to lead the teachers to control their classes without feeling dependent on the aid of anyone in general charge of the work. They in the main settle their own difficulties in discipline and instruction, and meet the responsibilities which come to a teacher in his own school.

An extended inquiry shows that departments of this kind continue to grow in popularity in the United States, and that more than two-thirds of all distinctly *normal* schools in this country have now introduced practice-teaching as a regular part of their course.

#### THE NATURAL SCIENCES.

The work is conducted as far as possible in the laboratories, which are abundantly supplied with the materials by the aid of which the pupils must expect to carry on their teaching in the public schools; and candidates for advanced standing are graded by their ability to observe accurately and comprehensively, to state tersely and precisely, to draw neatly and clearly, to generalize and classify readily, to manipulate and experiment deftly, to draw logical conclusions, and to avail themselves of the sciences for the cultivation of these powers in their pupils, rather than by their acquaintance with the principles of science, or familiarity with its phenomena.

The course allows twenty weeks to each of the following subjects:

*Botany*.—Laboratory work includes the complete description and analysis of at least fifty species of phanerogams, the making of a herbarium, drawings of cells and tissues, the study of the life history of yeast, moulds, amoebæ, etc., window cultures, and experiments with artificial soils. This will be accompanied by lectures upon vegetable morphology and classification, on microscopy, on the biology of unicellular and other low forms of life, and upon histological, physiological and economic botany.

*Physics*.—This subject is pursued, as far as the size of the class permits, exclusively in the laboratory. The laboratory work during the past year has embraced the manufacture of both physical and chemical apparatus, including electric batteries, electro-magnets, permanent magnets, helices, electroscopes, electric bells, electrophori, and other instruments.

*Chemistry*.—Laboratory work during the whole of the first term. The class determine the effect of the ordinary reägents on twenty-five common elements, and from their experiments devise and put in practice a scheme of qualitative analysis. This is followed by lectures upon the elements and compounds, delivered in turn by the class, and illustrated by experiment; and finally by a brief study of the history of the atomic theory.

*Physiology*.—The classes in this subject follow closely the work outlined in Martin's Human Body (larger book). In addition, one or more afternoons in each week are spent in the laboratory, studying the art of dissecting and preserving for laboratory study or class illustration the parts and organs of mammalia.

*Zoölogy*.—To sharpen the powers of observation, the pupils determine genus and species of a great number and variety of specimens. From a study of typical animals, pupils are helped to discover points of resemblance and contrast in the different orders. The text-book serves to direct the study of the objects, rather than as the end of study. The dissections performed in the zoölogical laboratory extend to all the branches of the animal kingdom except protozoans.

*Geology*.—This study is especially valuable to the teacher who would thoroughly comprehend the subjects connected with Physical Geography. A general knowledge of the earth's strata is a valuable economic aid to the citizens of a country whose coal-beds and other mineral resources must become so important a factor in its wealth and prosperity.

#### ART DEPARTMENT.

The value of Drawing in the public schools is being recognized throughout our State, and there is a growing demand for teachers skilled in illustrative drawing, in clay modeling, and in methods of teaching the subject.

Some of the direct objects of Art work in public schools are the cultivation of perception, memory, imagination, and judgment; careful and close observation and analysis of form in order to secure correct expression by pencil-drawing or other means; training the eye to see, the mind to know, and the hand to prompt and ready action in expressing this knowledge.

*General divisions recognized*: Construction, Representation, Decoration, Design—Constructive, Pictorial, and Decorative.

*Materials used*: Geometric solids: tablets, sticks, wires, etc.; objects and natural forms; casts; clay, paper, wood, etc.; instruments for drawing: paper, pencils, eraser, divided scale, compasses, triangles and T square; drawing-ink, crayon, and water colors.

*Methods of presentation:* Object: copy, dictation, memory. The real form presented first as a whole, followed by sections and elements. Analysis, expression and application of each form studied. Actual construction of one or more simple objects from working drawings required.

COURSE OF STUDY. (TIME, THIRTY WEEKS.)

*First Term—Ten Weeks.*

*Form Study.*—Geometric forms as Wholes; Sections; Elements of form, angles, edges, surfaces, etc., developed from solids; Expression of forms studied by modeling in clay, construction, tablet-laying movement, drawing, and color. Application to natural and familiar objects, in building and symmetrical arrangements.

*Construction.*—Facts of form combined to make Working Drawings; Developments; Geometrical Problems; Constructive Design.

*Representation.*—Appearances of Geometric forms and familiar objects in different positions and relations; Pictorial Design.

*Decoration.*—Examples of Historic Ornament; Principles of Design; Conventionalization of plant and animal forms for design.

*Illustrative Drawing.*

*Methods.*

*Second Term—Ten Weeks.*

*Construction.*—Projection; Elements of Building and Machine Construction.

*Representation.*—Principles of Perspective Drawing; Light-and-Shade Drawing from simple objects and casts.

*Decoration.*—Historic Ornament; Original applied designs for Surface Wall Decoration, Crestings, Prints, etc.

*Illustrative Drawing.*

*Methods.*

*Theory of Color.*

*Third Term—Ten Weeks.*

*Construction.*—Details, Plans and Elevations for school and other buildings.

*Representation.*—Model and Object Drawing in Light and Shade.

*Decoration.*—Examples of Historic Ornament in Light and Shade.

*History of Art.*

*Illustrative Drawing.*

*Methods.*

A special class in Advanced Drawing, Light-and-Shade Drawing, and Painting, will be formed each term for those who desire this work. During the year such classes have been formed and the work done has been very satisfactory.

A studio accommodating a limited number of students is well supplied with models, easels, etc. Thus the demand for more advanced work than can be taken up in the regular course of study is met, and several graduates of the School have availed themselves of it during the present year.

## MUSIC.

It is the object of the Department of Music to educate the student upon a well-regulated and scientific plan. This plan includes Instrumental and Vocal instruction, with that of Theory and Harmony.

*Normal, or Sight-Reading Classes—Two Terms of 10 Weeks Each.*

This course is obligatory for all students in all of the Normal departments, whether Literary, Scientific, or Musical.

*"C" Class—10 Weeks.*

(a.) Elementary Instruction. Numbers, syllables, lines, and spaces—representing sound. Notes—representing quantity. The G clef—its use. The time signature. Rhythm. The major diatonic scale—its formation.

(b.) Lessons in dictation, in connection with blackboard exercises for the purpose of familiarizing the pupils with the simplest tone successions and rhythmical forms. Exercises, making figures as representing sound.

(c.) The Interval System. Pupils required to write all kinds of seconds, thirds, fourths, fifths, sixths, and sevenths. Inversion of intervals. Progressive exercises, introducing chromatically altered intervals, in which especial attention is given to intonation and purity of tone.

(d.) The theoretical and practical development of the major diatonic scale. Exercises on the blackboard and in dictation, written in the various major keys.

(e.) Theoretical development of the minor scale. The harmonic minor scale. The melodic minor scale. Exercises in both modes. Review and examination.

*"D" Class—10 Weeks.*

(a.) Recapitulation of the subject-matter embraced in "C" Class.

(b.) Fundamental principles of harmony. The triad—the dominant and sub-dominant triads; their relation to the tonic triad. Inversion of the triads. Exercises in the form of broken chords, making use of the T. D. and S. D. harmonies in their various positions and keys.

(c.) The C clef as a means of transposing.

(d.) Solfeggio exercises in two and three parts.

(e.) Studies in two and three parts, with texts, for the purpose of acquiring a correct enunciation of vowels and consonant sounds.

(f.) Methods of teaching the subject in graded schools.

*Vocal Course.*

In the study of the development and cultivation of the voice, the following points are fully considered: Respiration as an art. Position of mouth and tongue, and control of facial expression. Quality of tone on vowels. Control of the larynx. Sustained tones throughout the compass of the voice. Articulation of consonants and vowels. The

laws of vocal expression and delivery. Concerted, church and oratorio music, under the direction of the conductor of the Oratorio Society.

*Studies in Use.*

Allen & Webb's Art of Singing; Bonaldi's Vocalises; Concone, op. 9, op. 10, op. 12, etc.

*Instrumental.*

Instrumental music is not, in any of the courses, prescribed for the diploma, but the Director gives special lessons on the piano and the organ. He is a competent and experienced teacher, and pupils may rest assured that the instruction is of the same high order as given in the regular Normal departments. Those desiring to pursue special courses in vocal or instrumental music would do well to open correspondence with him at once. Pianos and organs are rented to Normal students at low rates.

The following brief outline will show the work on the piano:

Pupils in Grades C, D, and E required to take Harmony, History of Music, and Seminary work (no extra charge).

The technical work is based upon that of Prof. Bruno Zwincher, of the Leipzig Conservatory of Music, Germany, and the exercises are the same as used at that conservatory.

GRADE A.—Five-finger exercises, easy scales and arpeggios, to develop the independence and power of each finger. Strict attention to correct touch and position of the hand.

GRADE B.—Loeschhorn, Döring, Emory's studies, major scale and arpeggios; sonatas of Clementi, Krause, Reinecke, etc.; little pieces by Schumann and others.

GRADE C.—Major and minor scales and arpeggios through four octaves, in thirds, sixths, and opposite motion. Heller, op. 47. Köhler or Czerny's School of Velocity. Bach's two-voice inventions. The more difficult sonatas of Kuhlan, Clementi, Haydn, and Mozart.

GRADE D.—Wrist exercises in sixths and octaves. Czerny's "Fingersfertigkeit." Heller, op. 45. Arpeggios on the Dominant seventh chord in all keys, in triplets. Cramer's studies (Von Bulow). Bach's three-voice inventions. Beethoven's sonatas. Sonatas by Von Weber, Hummel, etc.

GRADE E.—Scales in thirds, fourths, sixths, and octaves in each hand. Clementi's "Gradus ad Parnassum." Moschelles op. 70. Chopin's Etudes. Bach's "Well-Tempered Clavichord." Etudes by Liszt (Transcendentals), Rubinstein, and Haberbier. Concertos by Beethoven, Mendelssohn, Schumann, etc. Pieces by Raff, Liszt, Henselt, Reinecke, Chopin, etc.

*Recitals.*

Vocal and piano-forte recitals will be given by the teachers and pupils every other week. Parents and friends are invited to attend.

*Seminary.*

A seminary for the education of those who desire to teach is held

weekly. Questions pertaining to vocal and instrumental work are brought up and freely discussed; essays are read by the pupils and general blackboard demonstrations given.

*Lectures.*

A course of lectures upon the Art, Science and History of Music will extend throughout the year. This course is free to all music pupils.

*Theory, Harmony, Counterpoint, Orchestration, and the Art of Conducting,*  
are taught at special rates.

*Terms for Special Instruction.*

Instrumental (single) per term of 18 weeks.....	\$12 00
Instrumental (class of two).....	10 00
Voice Culture (single).....	15 00
The above terms are to <i>Normal students</i> only. All others are charged \$1 per lesson.	

GYMNASIUM.

Gymnastics and Calisthenics constitute a part of the regular course of instruction. These exercises occupy about fifteen minutes daily. Each class is under the leadership of a chief. Free gymnastics, bells, rings, wands, bean-bags and clubs are employed in the various classes. Especial care is given to correct position, and to precision and promptness of action, in connection with good music. The utility of gymnastic and calisthenic exercise as a means of physical development and training, and of securing vigorous health under the constant strain of student-life, is now generally acknowledged.

FRENCH AND GERMAN.

The study of modern languages is not in the regular course, but students may join classes in French and German by paying special tuition. Miss Emilie Kuhlmann, a thorough linguist, has charge of these classes, and is a successful teacher.

THE MODEL DEPARTMENT

Is thoroughly organized into an ideal graded school, beginning with the Kindergarten and extending through the Grammar grade. The rooms are under the supervision of experienced teachers, who, as assistants to the Director in training, observe and criticise the work of pupil-teachers. They teach more or less during the entire year. This department is sustained for no other purpose than to furnish a place in which advanced pupils may, under the eye of friendly critics, become proficient in teaching. The higher grades serve as a good preparatory school for those who may fail to pass the entrance examinations, or who may contemplate entering the Normal Department.

The value of the Kindergarten work can hardly be over-estimated. Its methods are fundamental, and should be understood by all teachers — especially by those contemplating primary work. A limited number

of children is admitted, to secure classes for the complete amplification of the system. Classes in theory and practice are formed twice per term. *The course in theory is completed in ten weeks.* Such students as desire to take this work are charged an extra fee of five dollars. This covers all expenses for material used. Students are permitted to enter the Kindergarten without taking studies in any other department, and on completing the course are granted a certificate to that effect. Students in the senior class take work in theory without extra charge.

In addition to the specials listed in the Kindergarten, eighty-eight other pupils took this work during the year.

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#### MODEL SCHOOL COURSE OF STUDY.

Children are received in this school as young as four years. In the lowest grade children receive instruction by means of the different gifts and occupations which the Kindergarten offers, as:

*Block building*, to teach forms and fundamental ideas of numbers.

*Object lessons*, to give general information.

*Kindergarten occupations*, to develop a taste for work.

These occupations are: Picture-sewing, weaving, paper-folding, paper-pasting, modeling, and pease-work.

Drawing is taught from forms made with sticks, rings, tablets, and clay.

##### GRADE ONE.

*Reading*.—Reading-chart, reading-boxes, and first reader.

*Writing*.—Ruled note-books, writing with pencil; copy-books, writing with pen and ink; copying of reading lesson.

*Spelling* in connection with reading lesson.

*Numbers*.—Addition, subtraction and multiplication to twenty. Also some work with numbers as high as ninety-nine.

*Drawing* from objects, dictation, and from memory.

*Object lessons* and conversational exercises.

##### GRADE TWO.

*Reading*.—Second reader.

*Numbers*.—Counting and taking away by twos, fives and threes to one hundred. Writing numbers to one thousand. Form plus and minus tables to twenty. Twos and threes in multiplication and division. Coins and change to fifty cents. Time by the clock in hours and minutes.

*Writing*.—Copying words and sentences.

##### GRADE THREE.

*Reading*.—Third reader commenced. Supplementary work. Distinguish between emphasis by force and emphasis by pause. Spelling from reading lesson.

*Numbers*.—Six places. Rapid combinations from chart. Addition and subtraction with numbers to four places. Multiplication table. Simplest work in fractions.

*Geography*.—Points of compass, school room and grounds, and other local work.

*Writing*.—Paper and pencil. Careful drill upon position.

*General Science*.—Lessons on human body, and animals.

#### GRADE FOUR.

*Reading*.—Third Reader completed. Descriptive definitions of words. Sound-spelling, with diacritical marking of vowels. Drill upon articulation and enunciation of difficult words. Arrange words in alphabetic order preparatory to the use of the dictionary.

*Numbers*.—Written arithmetic through simplest work in decimals and denminate numbers. Rapid oral work. Practical problems.

*Language*.—Text-book introduced.

*Geography*.—Local work. Map city and neighborhood. Text-book introduced.

*Spelling*.—A distinct exercise with the spelling-book.

*General Science*.—Human body and animals continued.

*Writing*.—Pen and ink. Concert drills for free movement. Small letters analyzed with relation to height, width, and general characteristics.

*Drawing*.—Alternate with writing.

#### GRADE FIVE.

*Reading*.—Fourth Reader commenced. Rules and drill on emphasis and inflection. Table of diacritical marks, with constant use of same. Select reading. Oral and written spelling.

*Numbers*.—Written arithmetic through division, taking in U.S. money in the work throughout. Rapid oral work. Review subjects previously touched. Difficult work of common fractions.

*Language*.—Text-book.

*Geography*.—The world as a whole. The making of relief maps. The study of States and Territories of the United States, mapping from memory.

*General Science*.—Complete subjects begun.

*Writing*.—Practice upon capitals. Concert drills. Practice upon copies.

*Drawing*.—Dictation exercises. Slate, board, and book work.

#### GRADE SIX.

*Reading*.—Fourth Reader finished. Voice drills in the different forms and qualities. Exercises upon pitch and stress. Continuation of work in other grades. Classification of words according to syllables.

*Numbers*.—Advanced text through fractions, taking all the subjects more thoroughly than before.

*Language*.—Composition. Relations of words. Follow the manuscript outline as given.

*Geography*.—The study of all the grand divisions. Work in text.

*Writing*.—Review of small letters and capitals according to groups.  
*Shading*.

*Drawing*.—Same as preceding grades, with more difficult exercises.

GRADE SEVEN.

*Reading*.—Fifth Reader. Drill upon all the points taken up in the preceding readers, and define quality, force, and form, giving drill, teaching how to render different ideas, and committing illustrative selections. Readiness, accuracy, and understanding, in the rendition of all selections.

*Arithmetic*.—Through simplest processes of percentage. Drill in solving practical problems.

*Language*.—Work in composition. Follow text.

*Geography*.—North America, South America, and Europe; about equal time to each, with review of the United States. Drill on physical and political features, with special attention to important historical and commercial relations, trade centers, and routes of travel.

*History* (first half of the year).—Associate leading events about the lives of leading representative men through the American Revolution, most of the work being given in oral lessons by the teacher.

*General Lessons* (one hour per day for the last half of the year).—Practical hygiene. Plants. Animals. General points as occasion suggests in morals and manners. Drills in number, language or other topics for general exercises.

*Writing*.—Spencerian principles and theory. Drills on position, movement, etc., in copy-book, on blackboard, and practice paper.

*Spelling*.—Incidental exercise in connection with each topic of the course, with special regular lessons from a practical speller.

*Drawing*.—Freehand and instrumental exercises, on book, slate, and blackboard.

GRADE EIGHT—B CLASS.

*Reading*.—Complete Fifth reader. Drill on all preceding work, analyze selections, study authors, and drill on the figures of speech. Commit selections from favorite authors for recitation which illustrate topics in the work.

*Arithmetic*.—Complete the subject through square root, and its applications.

*Language*.—Continue composition and analysis, and study parts of speech, as per outline.

*Geography*.—Review South America and Europe, and complete the study of the grand divisions after the plan of the seventh year.

*Writing, Spelling, and Drawing*, similar to the work outlined in the seventh grade.

GRADE EIGHT—A CLASS.

*Reading*.—Classic selections. Thought analysis and phonic drill. Study of expression.

*Arithmetic*.—Review difficult points in weights and measures, decimal

and common fractions, proportion and percentage. Finish square and cube root and their applications.

*Language*.—Study of technical grammar, using text-book.

*Geography*.—Review. Special attention to mathematical and physical geography as touched in connection with common subjects. Map North America.

*History*.—United States complete to 1789.

Other subjects as in B Class.

GENERAL.

Music is begun in the Kindergarten songs of the lowest grades, and instruction and training continue systematically through all the classes.

In the teaching of form, moulding and modeling are used in all the grades in connection with drawing and geography. Declamation and other rhetorical exercises one hour each week.

Copy-books are used in addition to penmanship suggested in outline. A full outline for phonic work is furnished in connection with the reading work.

All the grades of the Model Department have daily drills in free gymnastics and marching, using for this purpose the class room when illustrating what can be done in the ordinary school room, but having also the full privilege of the gymnasium.

### A WORD FROM THE ALUMNI.

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No more satisfactory testimony of the work of a school can be secured than that given by its alumni. In making their report for the quarter-centennial year, the graduates of the State Normal School have the following to say concerning the specific way in which the attendance here benefited them:

"My time was so wisely and systematically filled that I gained much, and have since planned better for myself and others. Methods of instruction were so clearly presented that they are a continual source of help to me. The spirit to do one's best in everything was contagious and took fast hold of me."

"In every way in which a teacher can be benefited, and my grateful thanks go with the School."

"At the State Normal School I took work which has contributed no little to my success since in the present field."

"Increased my range of vision."

"It has given me knowledge relative to educational matters which would have been difficult to acquire elsewhere."

"Thorough training in the common branches and methods of instruction."

"Taught me system in all work."

"In systematic training, and in every qualification that fits one for the profession of teacher."

"That true education is development, and that the teacher cannot furnish power, but simply guide."

"Found a good library, and came into contact with other ideas."

"I became acquainted with the most approved methods of handling and presenting subjects."

"A systematic classification of methods of teaching."

"A higher appreciation of the teacher's mission."

"It gave me a better idea of what is meant by teaching school."

"I feel that teaching is a profession since I have studied it as such."

"I have learned self-reliance, and gained a broader view of life, its duties and blessings."

"The preparation made at the Normal enabled me to begin work without feeling that I was at sea without a rudder."

"It gave me more faith in humanity, and a better conception of what constitutes a true teacher."

"In many ways, but particularly in acquiring habits of system and perseverance."

"A genuine inspiration for the work of teaching."

"I have learned better how to manage the pupils."

"In methods, mind culture, and correct ideas of the relations of teachers and pupils."

"Methods and theories of education acquired, both through instruction received, and by noting methods of members of Faculty."

"It has given me a knowledge of such a variety of methods that school work does not become monotonous."

"It has given me an insight into the true principles of education, and fitted me for work in which I am now engaged, *i. e.*, primary work."

"The instruction received upon how to teach has not proved a mere theory, but instead knowledge of practical value."

"I have found the Normal methods of teaching practical and easily adapted to all grades of schools."

"Taught me that teaching means daily growing and strengthening."

"Attendance there has made me self-reliant. I am no longer afraid to go before a class."

"It has given me a firm foundation upon which to build, and the process through and by which to continue building."

"It has made me a better man morally."

"A clearer understanding of the work I have to do, and of the manner of doing it."

"Teaching in Model School under such excellent supervision. Inspiration for the profession."

"The Normal has advanced my ideal. It has enlarged my sense of the teacher's responsibility."

"I have a higher ideal toward which I am working."

"That I recognize and can remedy, in small part, perhaps, the lack of thoughtful study as opposed to the custom of memorizing without thought."

"Culture and training which make mental work comparatively easy."

"Instilled principles of philanthropy which the burdened teacher ever finds pleasure in reviewing."

"In strengthening my desire to do my very best in whatever position my lot may be cast."

"The Kindergarten training has been of great value."

"Received inspiration and encouragement."

"At the K. S. N., I learned what is expected of a good teacher."

"Knowledge of child-mind—its laws of development."

"The enthusiasm which one imbibes from earnest fellow-students."

"The spirit of mutual helpfulness among students and Faculty helped me much."

"Enlarged acquaintance with educational people; strengthened purposes of life."

"I think I was specially benefited by contact with so many earnest, wide-awake teachers. My horizon was lifted and widened."

"Experience in teaching in various grades in the Model School."

"Showed me some of my own weaknesses and taught me how to overcome them."

"In the Model School I gained a practical insight into the subject of grading schools."

## CALENDAR FOR 1889-90.

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First term begins Monday, September 2d, 1889.

Examination of candidates for admission, Monday and Tuesday, September, 2d and 3d.

Mid-term entrance examinations, November 11th and 12th.

Recess, December 20th to January 2d, 1890.

Prize contest in Oration and Essay, Saturday, January 11th, 1890.

First term closes Friday, January 24th, 1890.

Second term begins Monday, January 27th, 1890.

Examination of candidates for admission, Monday and Tuesday, January, 27th and 28th.

Mid-term entrance examinations, April 7th and 8th.

Prize contest in Debate and Declamation, Saturday, June 7th.

Baccalaureate address, Sunday, June 8th.

Class day, Monday, June 9th.

Educational address, Tuesday, June 10th.

Wednesday, June 11th:

9 A. M.—Mass meeting.

3:30 P. M.—Business meeting of Alumni Association.

8 P. M.—Alumni meeting.

Thursday, June 12th:

9:30 A. M.—Commencement exercises.

8 P. M.—Class reception.

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## ALUMNI RECORD.

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The data given are the latest which we, after very great effort, are able to obtain. With very few exceptions we have been able to verify them to date. The friends would confer a favor by reporting to this office any inaccuracies which may be found, and by notifying us promptly as changes in their own occupation or location may be made. It is our purpose to spare no pains to make the record of each year as nearly complete as possible, and we ask for the hearty coöperation of all. The "years taught" includes all taught since first entering the School. The years indicated are those in which the school years closed.

### CLASS OF 1867.

**ELLEN PLUMB**, Emporia, Kansas. Taught 3 years.

Taught at Leavenworth and Emporia; was teacher in model department, State Normal School, in 1868-69; since that time bookseller and stationer, Emporia.

**MARY J. WATSON** (Mrs. Short), Trenton, Mo. Taught 15 years.

For three years was teacher of Language and History in the State Normal School; 12 years a teacher in the Emporia public schools; was married in 1888.

### CLASS OF 1868.

**MARY E. ELA** (Mrs. Howell), Arkansas City, Kansas. Taught 3 years.

Taught at Grasshopper Falls, Lawrence, Chetopa; died at Arkansas City, March 19, 1888.

**ALICE L. NORTON** (Mrs. Ingersoll), 74 West Cedar St., Denver, Col. Taught 5 years.

Taught at Emporia in spring of '68, at Manhattan in '69 and '70, at Chanute in '71, and at Lawrence in '72.

**JOSEPHINE L. PATTY**, Emporia, Kansas. Taught 13 years.

Taught at Lawrence, '69; Emporia, '69-'72; Red Wing, Minn., '74-'75; Terre Haute, Ind., '75-'81; Santa Cruz, Cal., '83; Topeka, '84-'85.

**JOSEPHINE SLOCUM** (Mrs. Manahan). Taught 13 years.

Taught at Waushara in '68-'69; was associate principal at Paola in '69-'70; taught in Emporia city schools from '70 to December '78; in Golden, Colorado, in '79, '80, and '81; in September, '81, was married to J. M. Manahan. She died at Golden, March, 1882.

### CLASS OF 1869.

**J. N. D. BROWN**, Birmingham, Alabama. Taught 3 years.

Taught 3 years in Wilson county; was engaged in the milling business at Altoona, Kansas, for a few years.

**CHARLES T. CAVANESS**, Madison. Taught 5 years.

Taught in Lyon county; was superintendent schools for Lyon county, '73-'74; was superintendent Emporia schools, in '75; deputy county treasurer, Lyon county, 6 years, and county treasurer, 4 years. Present occupation, cashier bank, Madison.

**MARTHA J. NICHOLS** (Mrs. Dr. Humble), Wichita. Taught 6 years.

Taught in Lyon county, in Chetopa, and in Wichita.

**H. L. POPLIN**, San Buenaventura, Cal. Taught 1 year.

Has been practicing law since that time at Garnett and San Buenaventura. Removed to latter place in '87.

**MARTHA P. SPENCER**, Emporia. Taught 19 years.

Taught at Americus, El Dorado, Chetopa, Emporia, Florence, and Topeka; since 1883, professor of Elocution in State Normal School. Has studied elocution in National School of Oratory and Boston College of Oratory, and taken Harvard work in physical training.

**THOMAS A. STEWART**, Great Bend.

Engaged in farming.

**T. G. TIGER**.

Died January 28th, 1882. Was engaged in loan business at the time of his death.

**MATILDA UPTON**.

Miss Upton is married, and living somewhere in Kansas, but her address cannot be found.

**MARY A. WILLIAMS** (Mrs. C. T. Cavaness), Madison. Taught 2 years.

Taught in Douglas county, '69; Lyon county, '73.

#### CLASS OF 1870.

**DAVID M. BALES**, Colorado Springs, Colorado. Taught 16 years.

Taught in Bourbon, Lyon, Johnson, and Leavenworth counties, and in El Paso county, Colorado; is now engaged in newspaper work.

**MARY L. DURAN** (Mrs. Bolwin), Newark, Ohio.

Taught in Garnett until her marriage.

**HATTIE S. HAWKINS** (Mrs. Judge Graves), Emporia. Taught 5 years.

Taught in Woodson and Lyon counties, at Cottonwood Falls, and in Greenwood and Woodson counties. Was principal of city schools when at Cottonwood Falls.

**JOHN M. SPANGLER**, Rozario, Brazil. Taught 15 years.

Taught 3 years in Iowa. Returned to Kansas in 1876. Taught at Hartford, Neosho Falls, and Toronto. Since 1882 has been engaged in teaching and missionary work in Chili and Brazil. Was President of American College, Concepcion, Chili. Has written a book on Civilization in Chili.

**NELLIE STORRS** (Mrs. G. W. Newman), Emporia. Taught 5 years.

Taught music for 5 years; was married in 1873.

## CLASS OF 1872.

L. C. DANIELS (Mrs. Crippen), Winfield.

SAMUEL H. DAVIS, Hesper.

Taught 13 years.

Taught in Wyandotte and Douglas counties; is at present engaged as traveling newspaper correspondent, and in farming; married.

## CLASS OF 1873.

CLARA DAVIS, ——, ——.

CLARA RAWLINS (Mrs. G. C. Kenyon), deceased. Taught 1 year.

Taught 1 year at Manhattan; studied music 1 year; was married to Mr. Kenyon in '74.

HETTIE G. VAIL, 3320 East Tenth Street, Kansas City, Missouri.

Taught several years at Manhattan.

## CLASS OF 1874.

JENNIE CAMPBELL, Plymouth.

Taught 6 years.

Taught at Vernon, '73; Americus, '74; Plymouth, '75; Marion county, '76; Plymouth, '77; Newton, '79.

NELLIE COLE (Mrs. Howard Dunlap), Emporia.

Never taught. Married November 9, 1874.

MARY L. DICKERSON (Mrs. Keller), Marion.

Taught 4 years.

Country, '75; Marion, '76 to '78.

ANSEL GRIDLEY, JR. [See class of 1876.]

HENRY HAGGARD, Springfield, Minnesota.

Has taught much of the time since graduating.

EVA HOWARD (Mrs. J. W. McCormick), Americus. Taught 6 years.

Taught in Fremont, Waushara, Dow Creek District, Bluff Creek, Americus, Morris county; was married March 19, 1879. Died in Woodson county, January 25, 1880.

GUY L. KENNEDY, South Haven, Michigan.

Has been engaged in the insurance business for a number of years. Married.

ANNA MELVILLE (Mrs. Boyd), Durango, Col.

LILLIAN NORTON (Mrs. G. L. Kennedy), South Haven, Michigan.

SADIE ROGERS, Emporia.

Taught 14 years.

Taught in Franklin county, Lyndon, Williamsburg, and Ottawa. Present occupation, teaching in Emporia.

DELLIE SPAULDING, Wathena.

Taught 14 years.

Taught in Doniphan county, Troy, and Wathena; is now engaged in photographers business.

**ANNA STINSON** (Mrs. Sisson), Harveyville. Taught 10 years.  
Taught in Lyon, Osage, and Wabaunsee counties.

**NETTIE THURSTON**, Manhattan. Taught several years.

**HATTIE WARD.** [See class of '76.]

**DORA WILSON**, Atchison.

CLASS OF 1875.

**ALTHEA DAVIS** (Mrs. Isles), Chicago, Ill.

**ALBERT MARTER**, Syracuse, Kansas. Taught 5 years.  
Taught district school 2 years, and was principal at Enterprise 3 years; was engaged in the book and stationery business for several years.

**THOMAS MEEK.**

Was killed in Mississippi in '84.

**EMMA MELVILLE** (Mrs. Sackett), Parsons, Kansas.

**MARY OVERSTREET**, Mills College, California. Taught 12 years.  
Taught at Lakeside in '76; Cedar Grove in '77; Larned in '78, '79, and '80; Emporia city schools in '81 and '82; and at Mills College since '84. She was a student at Oxford, Ohio, in '83 and '84.

**EFFIE PARTCH** (Mrs. Campbell), Seattle, Washington Territory. Taught 1 year.

Was assistant in the model school for '75-'6. Her husband is at present pastor of the M. E. church at Seattle.

**CARRIE GODDAED**, Emporia. Taught 12 years.  
Taught at Council Grove in '76; in Lyon county in '78 and '79; in Mission School at Pawhuska, I. T., in '80, '81, and '82; at Independence in '83; and since that time in the city schools of Emporia.

**AMELIA GOODRICH** (Mrs. Stenhouse), Chicago.

Has been practicing medicine for several years.

**J. H. HILL.** [See class of 1876.]

**JOHN F. KIRKER**, Strong City.

Was superintendent schools for Cottonwood Falls and Strong City until '81; taught 1 year in State Reform School, Topeka; engaged in hardware business at Quenemo for some time; after serving again as superintendent of the Strong City schools for 1 year, he engaged in the banking business, and is now cashier Strong City Bank.

**JAMES E. KLOCK**, Emporia. Taught 14 years.

Was principal Neosho Rapids schools from '75 to '80; was principal Emporia high school until '83; county superintendent one term, and reelected for the second; was elected superintendent Emporia city schools in '85, and is now serving in that capacity. He has conducted and instructed in many institutes. Married.

**CHARLES M. LIGHT**, Chanute. Taught 14 years.

Taught at Erie, Osage Mission, Thayer, Chanute. County superintendent four years. Is now superintendent Chanute schools. Married.

HATTIE S. PIPER (Mrs. Hudson), Waukegan, Ill.	Taught 3 years.
MRS. B. C. ROSS, Armourdale.	Taught 5 years.
Taught at Independence 1 year; was principal at Sedan 1 year; taught several years in Montgomery county.	
H. L. F. ROBERSON, Kingman.	Taught 8 years.
Taught in Lyon county, '72; Linn county, '76; Knox county, Illinois, '76 to '79, and '82; Fulton county, Illinois, '81. Other educational work, organizing reading circles and institutes; county superintendent, Kingman county, for the past 4 years. Married.	
CORNELIA SLACK, Los Angeles, California.	Taught 14 years.
Taught in Lyon county, '76 to '81, Los Angeles, '82 to '89.	
ELLA L. THOMPSON (Mrs. O. D. Rasmussen), Dannebrog, Nebraska.	Taught 7 years.
Taught at Osage City 1 year, and at Topeka 6 years.	
ISAAC TAYLOR WAY, Emporia.	Taught 6 years.
Taught in Chase county, '72; Virgil, '73; Chase county, '74; Burlingame, '77; Lyon county, '78-'79; deputy register of deeds, postoffice clerk, and bookkeeper. Present occupation, clerking, Emporia. Married.	

## CLASS OF 1876.

FLORA BENNETT (Mrs. Dr. Morgan), Neosho Falls.	Taught 8 years.
Taught on the Verdigris, '71-'72; Fowler's District, '73; Florence, '74; near Emporia, '75; Fowler's District, '77; Coffey county, '78; Neosho Falls, '80. Deceased.	
JOSEPH CLAYTON, Buffalo.	Taught 7 years.
Taught in Hamilton county, Indiana, '75; Lyon county, '76 to '79; Woodson county, '88; Wilson county, '89. Present occupation, farming.	
BUEL T. DAVIS, Atchison.	Taught 11 years.
Taught in Training School, Aurora, Illinois, '76; Chetopa, '77; Emporia and State Normal, '78 to '84; Chetopa, '87; Anthony, '88 and '89. Journalist, '86-'87; just elected superintendent city schools, Atchison. Married in August, 1882.	
MARGARET M. DAVIS (Mrs. Wells), Arkansas City.	Taught 6 years.
Taught at Eudora, '75; Lawrence, '77, '78, '79; Shawneetown, Indian Territory, '80, '81.	
ROXANNA DAVIS, Lawrence.	Taught 14 years.
Taught in Eudora, '74; since '76, in Lawrence; has also engaged in institute and private school work.	
ALICE A. GORDON (Mrs. DeKalb), Springfield, Ill.	
Taught in Greenwood county, and at Wellington.	
EMMA GORDON (Mrs. Badger), Mulvane.	
Taught in Greenwood county.	
LAURA GORDON, Eureka.	
Taught in Eureka city schools for a few years.	

**A. GRIDLEY, JR., Kingman.** Taught 10 years.

Taught at Oxford 1 year, Douglass 1 year, Chanute 1 year, Winfield 4 years, Harper 1 year, Kingman 2 years. Present occupation, superintendent schools, Kingman. Married September 4, '76.

**JOSEPH H. HILL, Emporia.** Taught 6 years.

Taught in Labette county 1 year, Americus 1 year, Emporia public schools 2 years; journalist 1 year; student Northwestern University, Evanston, Illinois, 5 years; pastor M. E. church, Maywood, Illinois, 2 years; now Professor of Latin, State Normal School.

**LIZZIE JANNEY.**

The last report locates her in New Mexico.

**ELLA MURDOCK (Mrs. Pemberton), Emporia.**

Was teacher in model school in '76-'77; was clerk in Emporia postoffice until her marriage in 1881.

**SARAH ROMIGH (Mrs. C. Anderson), Santa Rosa, Cal.** Taught 6 years.

Taught 4 years in Chase county; removed to California in 1880, and taught at Red Bluff several years.

**WILLIAM SHERWOOD, Burlington.** Taught 10 years.

Taught in Coffey county, '78 to '88. Traveled for Chicago publishing house. Present occupation, teaching. Married.

**A. W. STUBBS, Santa Fé.** Taught 5 years.

Taught in Lyon county, '75, Emporia, '79 to 80, Chanute, principal, '81, Lyon county, '82. Engaged in editorial work part time. Present occupation, real estate, banking, and farming. Married.

**HATTIE WARD, Howard.** Taught 13 years.

Taught in Lyon county, Osage City, Wichita, and Howard.

**O. B. WHARTON, Emporia.**

Taught in Lyon county. Superintendent public instruction, Lyon county, six years. Also engaged in book-keeping and farming. Present occupation, farmer. Married.

#### CLASS OF 1877.

**L. L. DYCHE, Lawrence.** Taught 6 years.

Completed classical and scientific course at State University. Since '84 has been teaching in State University; is now professor of anatomy and physiology, and taxidermist. Married.

**A. C. GOODRICH, Guthrie, Indian Territory.** Taught 7 years.

Taught at Chetopa and in Cowley and Lyon counties; read law in Emporia.

**FAYE MEEK (Mrs. Finkle), Galva.** Taught 4 years.

Taught at Goveland, '77; McPherson county, '78; Marion Center, '79; McPherson county, '80.

**C. T. PICKETT, Ellsworth.** Taught 9 years.

Taught at Dodge City, one year as principal; Lincoln, one year as principal; Ellsworth, two years as principal and five as superintendent. Engaged in institute work in Woodson, Pawnee, Lincoln, Ellsworth, and Cloud counties. Grocery and queensware business, two years. Present occupation, principal Ellsworth high school. Married.

**M. LUTHER REES**, Dallas, Texas. Taught 2 years.  
Taught '77 and '78. Attorney-at-law. Present occupation, manager Kansas City and Dallas Investment Company. Married.

## CLASS OF 1878.

**LUELLA BLANDIN**, Summit Park, Col. Taught 1 year.  
Taught near Emporia, '78. Present occupation, dressmaking.

**SADIE C. HINKLE**, Emporia. Taught 6 years.  
Taught in Plymouth, State Blind Institution at Wyandotte, and is now teaching in Emporia city schools; was clerk in office of clerk of district court for some time.

## CLASS OF 1879.

**THOMAS P. CAMPBELL**, Howard, Kansas. Taught 3 years.  
Taught at Des Moines, Iowa, '80; Elk county, '76 and '77; was deputy county treasurer, four years; bank cashier, two years. Married.

**T. W. CONWAY**, Independence, Kansas. Taught 10 years.  
Taught in Peru and Independence; has been conductor in many normal institutes; since '81 superintendent city schools, Independence; was President State Teachers' Association in '87. Married.

**ANNA DAVIS (Mrs. Davies)**, Emporia, Kansas. Taught 3 years.  
Taught in '77, '78, '80.

**HENRY H. EWERT**, Halstead, Kansas. Taught 7 years.  
In '80, taught in Des Moines Collegiate Institute; in '81 and '82, engaged in the study of theology; principal of Mennonite Seminary at Halstead, '82 to '89. Married.

**MARY HERBERT**, Emporia, Kansas. Taught 10 years.  
Taught in Lyon county, '79 to '83; in Emporia, '84 to '89.

**MORGAN C. HODGE**, Independence, Kansas. Taught 6 years.  
Taught in Central, '77 and '80; Emporia, '81; Independence, '85 to '87. In '84, took a course in Denver University Business College. In '82 to '84, was traveling solicitor for Kilburn Bros., art firm. Present occupation, general manager for Kilburn Bros. for Texas, Colorado, and Louisiana. Married.

**MARY HOWARD (Mrs. Sumner Dow)**, Madison, Kansas.  
Taught in Lyon county and in Eureka.

**NORA HOWARD**, Emporia, Kansas. Taught 3 years.  
Taught in Lyon county in '82, '83, '84; clerk in book store in '87, '88 and '89.

**CARL H. POMEROY**, Vashon Island, Chautauqua Beach, Washington Ter. Taught several years.  
Taught at Des Moines, Iowa, several years; recently removed to Washington Territory.

**NELLIE M. TURNER (Mrs. Butterfield)**, Florence, Kas. Taught 5 years.  
Taught in Greenwood county, '80; Harvey county, '81; Marion county, '82, '83, '85; assisted in Marion county institute for two years.

**JULIA WHITE, Garnett, Kansas.**

Taught in Anderson county several years.

**EMMA J. WOOD (Mrs. M. C. Hodge), Independence, Kas.** Taught 7 years.

Taught in Lyon county, '73 to '76; Oswego county, New York, '77; Kaw Agency, Indian Territory, '80; Lyon county, '81.

## CLASS OF 1880.

**ELINOR M. BIXLER (Mrs. M. C. Smith).** Taught 7 years.

Taught at Arvonia, '77, '80, and '81; Reading, '81 and '82; Yates Center, '84 and '85.

**JOHN L. CLEPPER.** Taught 2 years.

Was assistant principal schools at Lathrop, Missouri, in '81; studied law and theology the following year; taught in spring of '84; died in '84.

**ASENATH E. DIXON (Mrs. A. H. Knox), Emporia, Kas.** Taught 11 years.

Taught in Lyon county until '82; in Emporia from '82 to '85; was superintendent of schools for Lyon county from '85 to '89; was married in January, 1889.

**HENRY C. FORD.** [See class of 1881.]**FLORENCE A. HIGGINS (Mrs. Post), Thayer, Kansas.** Taught 8 years.

Taught in Wilson county, and in the graded schools of Thayer until '85; was principal of the Thayer schools in '86.

**FRANK KIZER, Downs, Kansas.** Taught 6 years.

Taught at the Normal, Hartford, Emporia high school, Burlington. Since 1886, has been engaged in Sunday School work. Present occupation, missionary S. S. Union.

**FRANKLIN F. PEARCE, Turner, Illinois.**

Entered Congregational Theological Seminary, Chicago, in fall of '80; graduated in '83; has been preaching since that time. Present occupation, pastor Congregational Church. Married.

**LOUISA M. RATH (Mrs. Pratt), Los Angeles, Cal.** Taught 6 years.

Taught in Marion county, '76; Greenwood county, '77 and '78; Lyon county, '79; Osage county, '80; Lyon county, '81.

**WILLIAM REES.** [See class of 1881.]**CALVIN L. SEVERY, Oklahoma City, Indian Territory.**

Engaged in real estate and loan business in Emporia until '87, and in Arkansas City during '88 and '89; is now attorney at law. Married.

**M. C. SMITH, Yates Center, Kansas.** Taught 2 years.

Taught the Waterloo school in Lyon county, '80; was principal Yates Center schools, '82. Present occupation, attorney at law. Married.

## CLASS OF 1881.

**ELIZABETH M. ARNOLD (Mrs. Van Ness), Mound City, Kansas.****FLORENCE AXTELL (Mrs. Frank Abbey), Newton, Kas.** Taught 4 years.

Taught in Anderson and Coffey counties.

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JAMES T. BRADLEY, Sedan, Kansas.	Taught 3 years.
Taught at Neosho Falls, '82 and '83; was superintendent public instruction, Chautauqua county, '84. Present occupation, assistant cashier, First National Bank, Sedan. Married.	
CALLIE BROWN (Mrs. De Vault), 3007 E. Twentieth St., Kansas City, Mo.	Taught 3 years.
Taught at Americus in '82; Emporia, '83; was principal of the Florence schools in '84.	
SAMUEL COMBS. [See class of 1882.]	
EMMA K. DAVIS (Mrs. Pierce), Leadville, Colorado.	Taught 2 years.
Taught in '82 and '83.	
BERTHA B. DYCHE (Mrs. Brown).	
Taught for several years; is now living somewhere in New Mexico.	
MARGARET E. ESDON (Mrs. Thorpe), West Haven, Ct.	Taught 1 year.
Taught part of year after graduation as assistant in model school; was married in fall of '82 to Rev. E. L. Thorpe; completed course in Medical College, Chicago; resided in Boston, Massachusetts, for some time, and is now living at West Haven, Connecticut, where her husband has a pastorate.	
HENRY C. FORD, Yates Center, Kansas.	Taught 8 years.
Was superintendent Humboldt schools in '81, '82, '83, and '84; Augusta schools in '85; El Dorado schools in '86, '87, and '88; Yates Center in '89; has instructed and conducted in normal institutes nearly every year. Married.	
GEO. B. GALLAGHER. [See class of 1883.]	
CHARLES E. GIBSON, Endicott, W. T.	Taught 2 years.
Taught in Lyon county, '82; Johnson county, '83. Present occupation, pastor M. E. church. Married.	
ANNA L. GREER, 3353 Prairie avenue, Chicago, Illinois.	
Taught in Council Grove and Emporia. Also engaged in the work of stenography. Present occupation, housekeeping.	
ALVARETTA E. HASSLER (Mrs. A. J. Graham), Los Angeles, California.	Taught 3 years.
Taught in Lyon county in '82; and 2 years in California.	
IDA M. HODGE (Mrs. Wetherbee), Topeka.	Taught 7 years.
Taught in Shawnee county, '78 and '79; Lyon county, '82; Shawnee county, '83; Eureka, '84, '85, '86; has been engaged in C. L. S. C. work of late years.	
EMORY D. KIRBY, Battle Creek, Michigan.	Taught 4 years.
Was instructor in State Normal in '81-'82; taught at Hillsboro, Towanda, and in city schools, Eureka; attended Battle Creek College, Michigan, in '85, and University of Michigan in '86, '87, and '88, completing the arts course in June, '88; is now professor of Latin and Greek in Battle Creek College.	
WILLIAM REES, Emporia.	Taught 1 year.
Taught in model school, '82; deputy clerk Lyon county, '84 and '85; since then loans and real estate.	

NETTIE P. SECORD (Mrs. Osborne), San Diego, California.

RACHEL A. STOUT, Burrton.

Taught in Spring Academy in '82; at Canaan, '83, '84, and '85; at Emporia in '86; at Burrton in '87, '88, and '89.

WELTHA A. WEBSTER. [See class of 1882.]

ARTHUR A. WELLS, Emporia.

Taught 6 years.

Taught in Lyon county, '75 to '79; Hartford, '82. Present occupation, real estate and loan business. Married.

FLORA R. YOUNG, San Diego, California.

Taught 5 years.

Was assistant postmaster at Fort Stanton, N. M.; taught in Emporia three years, and in San Diego the past two years.

#### CLASS OF 1882.

SADIE L. BALCH.

Taught 4 years.

Died February 1st, 1888.

ANGELIA BISHOP (Mrs. Vollmar), Oswego.

Taught 2 years.

Taught in Labette county, '82 and '83.

ANNA M. BISSELL, Emporia.

Taught 3 years.

Taught in model school, State Normal, in '82-'83; at Arkansas City, and in Lyon county; took kindergarten and painting, State Normal, '89.

ESTELLE BITLER (Mrs. Tower), Madison.

MARY B. BROWN, Reserve.

Taught several years.

Taught in Brown county and in Morrill College, '83; in Brown county, '84, '85, and '86; in St. Augustine, Fla., high school in '87.

MARIAN F. BUNBURY (Mrs. Dr. Welch), Hartford. Taught 7 years.

Taught in Lyon county, and Colorado Springs, Colorado.

WILLIAM H. CADY. [See class 1883.]

ANNA L. CARLL, Sterling.

Taught 7 years.

Taught at Salina, '83; Sterling, '84; State Normal, '85; Hutchinson, '86 to '89; has engaged in institute work.

FLORA J. CLARK (Mrs. R. D. Sands), Peabody. Taught 6 years.

Taught near Walton, '83; in Walton, '84; Newton, '85; Sedgwick, '86 and '87; and near Peabody, '89.

BENJAMIN F. COMBS, Albuquerque, New Mexico. Taught 4 years.

Taught in Colorado, '82; California, '84, '85, '86. Present occupation, buying curiosities in Mexico for dealers in United States.

SAMUEL L. COMBS, Santa Barbara, Cal. Taught several years.

ARTHUR P. DAVIS, Washington, D. C.

Has been engaged in training assistants on survey. Present occupation, topographer, United States Geological Survey. Married.

- SMITH M. DAVIS**, Grenola. Taught 6 years.  
Taught in Welda, '84; Weir City, '85; Elk Falls, '86; Longton, '87; Grenola, '88 and '89. Married.
- LILLIAN M. DUDLEY**, Marion. Taught 2 years.  
Taught in years '83 and '84. Studied music at State University. Present occupation, teaching music.
- CARRIE S. EBEL**, Albany, Mo.  
Taught at Lawrence, Kan., for several years.
- THEODORE S. GALLAGHER**, Stotler. Taught 6 years.  
Principal at Eureka, '83; Waverly, Neb., '84; Wilsey, '85; Far West, '86; Stotler, '88 and '89. Has engaged in institute work. Married.
- SARAH GENTRY (Mrs. Martin)**, Marion. Taught 4 years.  
Taught in Marion high school, '83 to '86. Has engaged in Kindergarten work.
- EMMA C. GEORGE (Mrs. Greer)**, Fort Madison, Ia. Taught 5 years.  
Taught in Indian Territory, '79; Valley Falls, '80; Soden district, '83; Howard, '84 and '85.
- AMY A. GOODRICH (Mrs. Bigler)**, Emporia. Taught 6 years.  
Taught in Lyon county, Americus, Neosho Rapids, and Reading.
- MABEL GRANT**, Emporia. Taught 6 years.  
Taught in Lyon county in '83 and '84, at Americus in '85 and '86, and at Olpe in '87 and '88.
- JOHN C. HAMM**, Evanston, Wyoming Territory. Taught 5 years.  
Principal Humboldt schools, and Evanston, Wyoming Territory. Has been largely engaged in normal institute work, and in editorial work. Present occupation, teaching and supervising city schools of Evanston. Married.
- SEBASTIAN C. HARDIN**, Grenola.  
Has taught several years.
- MARY F. HUNTER**, Herington. Taught 7 years.  
Taught at Summit, '83; Sharp's Creek, '84 to '86; Herington, '87 to '89.
- ALBERT J. JONES**. [See class of 1886.]
- LIZZIE A. JONES (Mrs. David Stone)**, Emporia.
- MRS. AMANDA KIRBY**, Battle Creek, Mich. Taught 6 years.  
Taught at Lowlands, Eureka, and Battle Creek College, Michigan. Has engaged in Kindergarten work, and attended University of Michigan one year. Teaching drawing and elocution in Battle Creek College.
- JAMES J. KIRBY**, Lincoln, Neb.  
Was engaged upon the Emporia *Democrat* for some time; was manager of a concert company; is now clerk in business department of *State Journal*, at Lincoln.
- CARRIE C. LADD (Mrs. Bitler)**, Eureka.
- LULU K. MARTIN (Mrs. W. A. Willis)**, Emporia.

SARAH C. MCNAUGHTON, Clay Center.	Taught 7 years.
Taught in Clay Center, '83 to '89.	
ALBERT H. NEWTON. [See class of 1885.]	
Alice M. OVERSTREET, Wichita.	Taught 8 years.
Taught in Lyon county, Minneapolis, Speareville, Auburn, and Wichita; is now teacher in Lewis Academy, Wichita.	
SIDNEY E. PARK (Mrs. Grisham), Cottonwood Falls.	Taught 7 years.
Taught in Chase county, '78; Madison, '80; Canton, '83; Cottonwood Falls, '85 to '88.	
SUSIE L. PARTCH, Delphos.	Taught 5 years.
Taught near Hiawatha, '80; Jewell City, '85 to '87; Delphos, '88.	
NEVIN W. SONNEDECKER, Hartland.	Taught 3 years.
Taught in Lyon county in '83, principal at Lincoln in '84, and of the Hartland schools in '88. Present occupation, painter.	
OLIVE C. SPICER (Mrs. Edwards), 308 N. 7th st., La Crosse, Wis.	Taught 3 years.
Taught in Florence, '82; Lawn Ridge, Ill., '83; Elk Horn, Wis., '84.	
J. NEWTON STOUT, Neosho Falls.	Taught 6 years.
Taught in Wilson, Bourbon and Woodson counties; was principal of schools in Howard, Neosho Falls, and Kinsley. Engaged in institute work six years. Present occupation, editor <i>Post</i> , Neosho Falls. Married.	
MARY A. TUCKER, Douglass.	Taught several years.
IDA A. UMDENSTOCK (Mrs. Standiferd), Arvonia.	Taught 4 years.
Taught near Topeka, '82, near Arvonia, '83 and '84, near Reading, '88.	
ELMER B. VAN NESS, Mound City.	
Taught in Linn county. Present occupation, jeweler. Married.	
WELTHA A. WEBSTER, Scottsville.	
Was assistant teacher in the model school for the year '81-2; taught in Phillips and Mitchell counties for several years.	
MAY WEBSTER, Harlan.	Taught 5 years.
Taught in Phillips county, and as principal of Normal Department in Gould College, Harlan.	
VIRGINIA WILLIAMS, Air.	Taught 4 years.
Taught in Lyon county, '81 to '83, Shawnee county, '86. Has been engaged as correspondent for newspapers.	
JOHN W. YOUNG, Carpentaria, Cal.	
Principal schools, Carpentaria, for several years.	

## CLASS OF 1883.

CARRY A. BISHOP. [See class of 1885.]

WILL E. BOLTON, Greensburg. Taught 3 years.

Taught at Mulvane, '84; county superintendent Edwards county. Engaged in editorial work; present occupation, editor *Kiowa County Signal*.

PAMELA BRACKEN, Minneapolis. Taught 5 years.

Taught at Concordia, '85, Glasco, '86, Stafford, '87, Glasco, '88, Minneapolis, '89.

HETTIE L. BROCKETT, McPherson. Taught 5 years.

Taught at McPherson, '84 to '89.

WILLIAM H. CADY, Augusta. Taught 5 years.

Principal Chanute schools, '84, Downs, '87 and '88, Augusta, '89; engaged in institute work as instructor and conductor; also book publisher. Married.

JOHN C. CULVER, Yates Center. Taught 6 years.

Taught at Center Ridge, White Oaks, N. M., and Virgil. Present occupation, superintendent of schools of Woodson county. Married.

LIDA DAVIS (Mrs. Barney), Kansas City, Mo. Taught 4 years.

Taught classes in music at Junction City four years. Married in '87.

MAMIE E. DOLPHIN, Emporia. Taught 6 years.

Since graduation has taught in Emporia city schools.

ELLEN DRURY (Mrs. Cannady), Melvern. Taught 2 years.

Taught in Lyon county in '84 and '85; was married in '85.

HATTIE DUFFIELD (Mrs. Ritchey), Heppner, Oregon. Taught 4 years.

Taught in Walton township, '84; Newton, '85; Arbuckle, Cal., '87; Heppner, '88.

GEO. B. GALLAGHER, Wilsey. Taught 6 years.

Taught in White City as principal of schools, '82, Nemaha county, '84, Greenwood county, '85 and '86, principal Lebo schools, '87, Lyon county, '88. Present occupation, farming. Married.

PETER J. GALLE, McPherson. Taught 2 years.

Taught in Harvey county, '81; Halstead, '84-'85. Attended the law department of Michigan University. Present occupation, county attorney, McPherson county.

HELENA GAUSE, Emporia. Taught 7 years.

Taught near Emporia, '81 and '83; Baxter Springs, '84; Arkansas City, '85; Emporia, '86; Newton, '87 and '88. Taught elocution in Winfield and Newton. Will teach in Topeka city schools next year.

KATHERINE GERHARDT (Mrs. D. E. Conner), White City. Taught 3 years.

Taught in Chapman, '84; Junction City, Kindergarten, summer of '83; White City, '88.

GEORGE E. GIPE, Wilsey. Taught 6 years.

Taught near Hope, '83; near Emporia, '84; near Wilsey, '85 and '86; Skiddy, '87. Wilsey, '88. Married.

MARTHA L. GRANT, Arvonia.	Taught 5 years.
Taught in Osage county, Carbondale, Osage City. Has instructed in several institutes.	
WILLIAM H. HARRISON, Greeley.	Taught 2 years.
Taught in Greeley two years. Present occupation, proprietor retail store. Married.	
GUSTAVUS A. HEGE, Halstead.	Taught 1 year.
Taught in Harvey county, '84. Present occupation, clothier. Married.	
EMMA HIATT, Emporia.	Taught 6 years.
Taught in Emporia, and in Lyon and Allen counties.	
SALLIE HIGBEE, Emporia.	Taught 2 years.
Taught in Emporia, '84 and '86.	
LULU H. HOLMES, (deceased.)	Taught 2 years.
Taught in model department State Normal School, '84 and '85. Died June 3, 1885.	
SABAH G. HOLMES (Mrs. Chas. Brower), Reading.	Taught 5 years.
Taught at Reading after graduation until marriage in '88.	
SHERMAN HOOVER, Lynden, Washington Territory.	Taught 4 years.
Taught in Harvey county, '84 to '87. Present occupation, lumbering. Married.	
HARRIET L. HORNER, El Dorado.	Taught 5 years.
Taught at El Dorado, '84; principal high school Arkansas City, '85; El Dorado, '86 to '89. Has been engaged in writing articles for educational journals; published a book of poems in '85, and a book of travels, "Not at Home," in '88. Present occupation, teaching and writing.	
EVA L. JONES (Mrs. Harned), Neosho Falls.	Taught 2 years.
Taught near Neosho Falls, '83 and '84.	
LUCINDA KIRBY (Mrs. Curtis), Melbourne, Australia.	Taught 4 years.
Taught at Redden for several years; is now editing a youths' paper in Melbourne.	
ADDIE LILLIE (Mrs. Hurt), Chanute.	Taught 5 years.
Taught in Chanute, '83 to '87. Has engaged in Kindergarten work.	
EVA McNALLY, Kansas City, Kan.	Taught 6 years.
Taught at Kansas City, '84 to '89. Has been engaged in work in institutes, and as secretary of the Kansas Reading Circle; graduated at the School of Oratory in June, '89; is now teacher in high school.	
CLARA G. MILLER (Mrs. Harvey Loy), Americus.	Taught 2 years.
Taught in Eureka, '83; Americus, '86.	
FREMONT MILLER. [See class of 1884.]	
ROSA B. O'NEILL, Emerald.	Taught 6 years.
Taught in Kansas City, '84 to '89.	
LUCELLA PATTY (Mrs. Cromer), Bradford, Ohio.	Taught 3 years.
Taught in Lyon county, Kansas, '82 and '83, and in Darke county, Ohio, in '88.	

**ELI PAYNE, Hutchinson.**

Taught 2 years.

Principal Nickerson schools, '84 and '85; county superintendent schools for Reno county 4 years; taught in Hutchinson in '89; is engaged in real-estate business. Married.

**HULDA RICH, Newton.**

Taught 7 years.

Taught in Lyon county, '81 and '84; Newton, '85 to '89.

**ADALINE ROGLER, Matfield Green.**

Taught 5 years.

Taught in Cottonwood Falls, '83 to '87; Matfield Green, '88 and '89.

**JOHN J. SCHENCK, Seattle, Washington Territory.** Taught 2 years.

Taught at Silver Lake, '85 and '86. Studied law at Topeka. Present occupation, lawyer.

**CLASS OF 1884.****ROBERT M. AUCHARD, Wallace.**

Taught 3 years.

Has been engaged in writing articles for papers; is now conducting land and loan and insurance business. Married.

**BENJAMIN M. AUSHERMAN, Greensburg.**

Taught 5 years.

Taught in Humboldt high school, '85 and '86; principal Greensburg schools, '87, '88 and '89; was superintendent of Industrial Boarding School, Indian Territory, one year.

**IDA MAY BAKER (Mrs. W. Herron), Meriden.**

Taught 4 years.

Taught at Meriden, '85 to '88.

**WALLACE S. BOUGHTON, Lindsborg.**

Taught 1 year.

Taught at Blue Mound, '85; since '85 has been engaged in railway business. Present occupation, agent and operator M. P. R. R. Co. Married.

**BERTHA BRAINERD, Yates Center.**

Taught 4 years.

Taught at Pittsburg, '85; Grenola, '86; Salina, '87; Yates Center, '89. Taught a private Kindergarten at Pittsburg.

**EVA COLLINS, Emporia.**

Taught 5 years.

Taught in Arkansas City, '85; Emporia, '86 to '89.

**CORREA CRETCHER, Kingman.**

Taught 4 years.

Taught in Lyon county, '85; Arkansas City, '86, '87, and '88; and in Kingman in '89.

**ELLA I. HAYNES, Norwich.**

Taught 4 years.

Taught in Wichita, '84 to '86; Emporia, '87.

**MYRTLE JONES. [See class of 1888.]****ADDIE L. LOOMIS (Mrs. Hall), Fort Bayard, N. M.** Taught 2 years.

Taught at Marion, '85; Lone Mountain, New Mexico, '86.

**JESSIE LOY (Mrs. Hege), Halstead.**

Taught 4 years.

Taught in Emporia, '85, '86, and '87. Married in '87.

**EMMA T. MARTIN (Mrs. Dr. de Niedman), Pittsburg.** Taught 2 years.

Taught in McPherson, '85; Hutchinson, '87. Married in '87.

**FREMONT MILLER, Admire.**

Studied law at Columbia College, New York. Member State Legislature, '89. Present occupation, bank cashier and lawyer. Married in February, '89.

**JOHN L. MINOR. [See class of 1885.]**

**LOUA PATTY (Mrs. Fremont Miller), Admire.** Taught 6 years.

Taught in Council Grove, '85; Emporia, '86 to '89. Married in February, '89.

**FANNIE B. SMITH, Burns.**

Taught 3 years.

**JULIA HUDSON SPENCER (Mrs. Sanderlin), Ashland.** Taught 2 years.

Taught at McPherson, '85; principal Speareville, '86.

**ALLEN A. STEPHENS, Emporia.**

Taught 5 years.

Taught in Lyon county, and in Reading, '84 to '88. Present occupation, county superintendent schools for Lyon county. Married.

**JOHN M. WALLACE, Silver City.**

Taught 5 years.

Taught in Greenwood county, '84 and '85; Central, New Mexico, '86 to '89. Present occupation, teaching and stock business.

**WILLIAMINA WHERLAND, Topeka.**

Taught 5 years.

Taught in Lyon county, '85; Centralia, '87 and '88; Topeka, '89.

## CLASS OF 1885.

**CARRY A. BISHOP, Emporia.**

Taught 4 years.

Taught at Ivy, '84; Lyon county, '86; principal Neosho Falls school, '87; Atwood, '88. Present occupation, letter carrier.

**NELLIE CUNNINGHAM, Kingman.**

Taught 4 years.

Taught in Arkansas City, '86 and '87; Kingman, '88 and '89; has also engaged in private school work during summer vacation.

**ALFRED DOCKING. [See class of 1886.]****HATTIE DENNIS, Kansas City, Kansas.**

Taught 4 years.

Taught at Stockton, '86; Kansas City, Kausas, '87; Rosedale, '88; Kansas City, Kansas, '89.

**NELLIE A. EDWARDS (Mrs. McCandless), Emporia.** Taught 1 year.

Taught at Emporia, '87. Married in June, '88.

**ALICE HADLEY (Mrs. Pringle), Eskridge.**

Taught 5 years.

Taught in Osage and Wabaunsee counties; principal Barclay schools, '86 and '87; taught in Topeka city schools, '88 and '89.

**BERTICE C. HASTINGS, Marion.**

Taught 3 years.

Taught at Manhattan; spent five months as cadet in the U.S. M. A.; assistant in model school, State Normal, in '88. Present occupation, business manager *Marion Record*.

**ROSETTA HAWORTH, Varck.**

Taught 4 years.

Taught in Cherokee county.

WILLIAM D. JACOBS, Burlingame.	Taught 2 years.
Taught at Grand View, '86; Woodline, '87. Present occupation, editor <i>Democrat</i> .	
EMANUEL KAUFFMAN, Abilene.	Taught 2 years.
Taught in Dickinson county, '86 and '87; took a course of medical lectures at Jefferson Medical College, Philadelphia. Present occupation, physician.	
ELLA S. KELLY, Winfield.	Taught 3 years.
Taught in Cowley county, '86. County superintendent schools, '87 and '88.	
JOHN L. MINOR, Lebo.	Taught 5 years.
Taught in Lyon county, '84; Bitlertown, '86; Elmdale, '87; Key West, '88 and '89.	
ALBERT H. NEWTON, Hutchinson.	Taught 5 years.
Principal Strong City schools, '83; Manhattan, '84; Florence, '86; Burton, '87; Dodge City College, '88. Instructed and conducted in several institutes. Present occupation, commission business. Married.	
THOMAS H. REYNOLDS, Great Bend.	Taught 4 years.
Taught in Barton county, '85 to '87; Hoisington, '88. Has been engaged in farming and studying law. Present occupation, attorney at law.	
Alice A. REYNOLDS, Great Bend.	Taught 4 years.
Taught at Larned, '86, '87 and '88; Great Bend, '89.	
EDWARD A. SIMERWELL, North Topeka.	Taught 4 years.
Taught in Ivy, '86; North Topeka, '87 to '89. Married.	
CHARLES R. SORTER, Argentine.	Taught 4 years.
Taught in Peabody high school, '86. Present occupation, principal Argentine schools.	
FLORA A. STEWART, Washington.	Taught 3 years.
Taught at Centralia, '86; Seneca, '87 and '88.	

## CLASS OF 1886.

CARRIE F. BRADLEY, Newton.	Taught 3 years.
Taught at Newton, '87, '88 and '89.	
ALLEN H. BUSHEY, Council Grove.	Taught 3 years.
Since graduating, has been county superintendent of schools, Morris county. Married.	
LOUIE CHAMBERLIN, Wichita.	Taught 3 years.
Taught at Newton, '87; Wichita, '88 and '89.	
CALLIE DARNELL, Emporia.	Taught 3 years.
Taught in El Dorado, '87; Emporia, '88 and '89.	
WILLIAM M. DAVIDSON, Topeka.	Taught 6 years.
Taught in Lyon county, '82 to '84; principal of Atwood schools, '87; principal of Quincy school, Topeka, '88; principal of Lincoln school, Topeka, '89. Has conducted and instructed in several institutes. Married.	

<b>ALFRED DOCKING</b> , Nelson, Indian Territory.	Taught 3 years.
Taught in Baker University, Baldwin, '87; Anthony, '88; superintendent Presbyterian Mission School, Spencer Academy, Nelson, Indian Territory, '89. Has engaged in institute work. Married.	
<b>KATE V. DUFF</b> (Mrs. Kinney), Netawaka.	Taught 2 years.
Taught in Netawaka, '87 and '88. Has taught painting.	
<b>LEW W. DUNCAN</b> , Iola.	Taught 2 years.
Taught at Troy, '87; Sedan, '88. Present occupation, abstractor and department register of deeds, Allen county. Married.	
<b>LEE M. GRAY</b> , Lawrence.	Taught 1 year.
Taught in McPherson county, '87. Graduated in the law department, State University, in June, '89.	
<b>ACHSAH M. HARRIS</b> , Emporia.	Taught 3 years.
Taught at El Dorado, '87; Emporia, '88 and '89; is now assistant teacher, model school, State Normal.	
<b>SUE D. HOAGLIN</b> , Holton.	Taught 3 years.
Since graduation, has been superintendent schools for Jackson county; was reelected in '88 by heavy majority.	
<b>IDA M. HODGDON</b> , Lyons.	Taught 3 years.
Taught in Lyons, '87 to '89.	
<b>MARY HUTCHASON</b> , Ivy.	Taught 9 years.
Taught in Lyon county, '76; Osage county, '77; Lyon county, '79; Osage county, '81; Osage City, '82 and '88; McPherson, '84; Huntley, Illinois, '86; Burlingame, '87.	
<b>ALBERT J. JONES</b> , Neosho Falls.	Taught 3 years.
Principal Kinsley schools, '87; has engaged in institute work. Principal Neosho Falls schools, '88 and '89. Married.	
<b>ANDREW M. KANNARD</b> , Rose.	Taught 5 years.
Taught at Defiance '83; Center Ridge, '84; Winfield, '86; Center Ridge, '88; Pleasant Valley, '89.	
<b>MARY E. LEONARD</b> , The Palms, California.	Taught 4 years.
Taught at Vinland, '87; Osage City, '88; and The Palms, California, '89.	
<b>MARGARET A. MACK</b> , Newton.	Taught 3 years.
Principal Wilsey schools, '87 and '88; taught in Newton schools, '89; has instructed in several institutes.	
<b>ANNA A. MARSHALL</b> (Mrs. A. Docking), Nelson, Indian Territory.	Taught 2 years.
Taught in Arkansas City, '86. Present occupation, matron, Presbyterian Mission School.	
<b>GEORGE H. MAYS</b> , Blue Rapids.	Taught 3 years.
Principal Rush Center Schools, '87 and '88; Blue Rapids, '89. Married.	
<b>JOHN E. MCALLISTER</b> , Heber.	Taught 5 years.
Taught in Cloud county, '84, '85, and '87 to '89.	

<b>JOHN McBRIDE,</b> Lyons.	Taught 4 years.
Taught in Rice county, '84; principal Chase schools, '86, '87; Blue Rapids, '88. Present occupation, superintendent schools, Rice county. Married June 11, '89.	
<b>JOHN A. McCCLAIN,</b> Osage City.	Taught 3 years.
Principal Osage City schools, '86 to '89. Present occupation, superintendent Osage City schools. Married.	
<b>EDWIN MINOR,</b> Toledo.	Taught 4 years.
Taught in Lyon county, Ivy, and Toledo.	
<b>LUCY A. MINOR,</b> Emporia.	Taught 4 years.
Taught in Lyon county, '83 and '85; Emporia, '87; Lyon county, '88. Took advanced course State Normal School, '89.	
<b>STELLA E. MYERS,</b> McPherson.	Taught 1 year.
Taught in McPherson, '87; attended Wellesley College '88, and college at home in '89.	
<b>CLIFFORD H. NOWLIN,</b> Rosedale.	Taught 3 years.
Principal at Hesper, '87; Meriden, '88; Rosedale, '89.	
<b>JOHN A. SHRECK,</b> Melvern.	Taught 2 years.
Taught at Antioch in Osage county in '87 and '88; is studying medicine at present in Rush Medical College, Chicago.	
<b>ANNA P. SMITH</b> (Mrs. J. H. McBride), Lyons.	Taught 4 years.
Taught near Burlington, '84; Emporia, '87 and '88; Burlington, '89.	
<b>CLARENCE J. SMITH,</b> Kansas City, Kas.	Taught 2 years.
Principal suburban school, Wyandotte, '87 and '88. Present occupation, dealer in school apparatus and supplies.	
<b>MATTHEW M. SUDDOOK,</b> Emporia.	Taught 4 years.
Taught in Lyon county and Wilmington.	
<b>ANNA VEZIE,</b> Newton.	Taught 5 years.
Taught in Allen county, '85; Newton city schools, '86 to '89.	
<b>JOSEPH O. WARD,</b> Muscotah.	Taught 3 years.
Taught at Larkin, '87; Effingham, '88; Muscotah, '89.	
<b>WILLIAM E. WOODWARD,</b> Coldwater.	
Present occupation, pastor M. E. church; has been in the ministry since graduation.	

## CLASS OF 1887.

<b>EDWARD T. BARBER,</b> Moran.	Taught 4 years.
Taught in Allen county, '84 to '86; principal Rossville schools, '88; taught at Moran in fall of '88; is now superintendent of schools for Allen county; instructed normal institutes in Allen and Lane counties.	
<b>HARRIET BOWMAN</b> (Mrs. Kirby), Industry, Clay county.	
Taught in Leavenworth county in '88. Was married in December, '88.	

T. C. COFFMAN, Barclay.	Taught 2 years.
Taught at Lyons, fall of '87; principal Barelay schools, '89.	
MARY E. COULTER, Harper.	Taught 2 years.
Taught in city schools, Harper, '88 and '89.	
ALEXANDER D. CROOKS, Osage City.	Taught 3 years.
Taught in Wilson county, '85; high school, Oswego, '88; principal Osage City high school, '89; also in several institutes.	
DAVID A. ECKERT, Linckville, Oregon.	Taught 2 years.
Attended Johns Hopkins University, '87-'88; assisted in laboratory State Normal School, Emporia, '88; is now principal Linckville schools.	
L. ELLA FRAZIER.	Taught 2 years.
Taught in Kingman, '88. Present occupation, county superintendent, Kingman county.	
CARRIE GOFF, Sterling.	Taught 2 years.
Taught in Sterling schools, '88 and '89.	
EDDIE T. HAND, Bangor, California.	Taught 2 years.
Taught in Tulare county, California, '88; Bangor, '89. Married.	
JESSAMINE K. HOWELL, Lawrence.	Taught 2 years.
Taught in Vinland and Lawrence, '88, and in Newton schools, '89; taught German part time.	
MRS. MINNIE B. JONES, Neosho Falls.	Taught 2 years.
Taught in Neosho Falls schools, '88 and '89.	
ALFREDA JUDD, Melvern.	Taught 2 years.
Principal Melvern public schools, '88 and '89; has instructed in several institutes.	
ETTA JUDD, Melvern.	Taught 2 years.
Taught in Melvern schools, '88 and '89.	
ELEANOR R. KIRBY, Emporia.	Taught 2 years.
Taught in city schools, '88 and '89.	
HENRY O. KRUSE, Halstead.	Taught 7 years.
Taught at Alta, '84; Halstead, '85 and '86; Darlington, Indian Territory, '87; Mennonite Seminary, Halstead, '87 to '89; has taught German part of the time. Married.	
EDITH S. MILLER, Emporia.	Taught 2 years.
Taught at Topeka, '88; Osage City, '89.	
EMERSON W. MYLER, Lindsborg.	Taught 4 years.
Taught in Allen county, '85; principal Neosho Falls schools, '86; principal Dighton schools, '88; Lindsborg, '89; has conducted several institutes.	
WILLIAM S. PICKEN, Eureka.	Taught 2 years.
Principal at Dorrance, '88; Eureka, '89. Present occupation, superintendent Eureka city schools. Married.	

<b>JOHN C. RHOADS,</b> Hartford.	Taught 3 years.
Taught in Allen county, '85; principal, McCune, '88; Hartford, '89.	
<b>LAURA E. ROSE,</b> Scammonville.	Taught 1 year.
<b>LOUISE H. ROSE,</b> Westport, Mo.	Taught 2 years.
Taught in Kansas City, Kas., '87; Westport, Mo., '88 and '89.	
<b>MARY E. RUDISILL,</b> Emporia.	Taught 3 years.
Taught in Lyon county, '87 to '89.	
<b>MIRIAM O. THORNLEY,</b> Emporia.	Taught 3 years.
Taught in Lyon county, and in Fredonia, '88.	

## CLASS OF 1888.

<b>LURA M. BAKER,</b> Osage City.	Taught 1 year.
Taught in Osage City schools, '89.	
<b>EDWIN P. BARROWS,</b> Burrton.	Taught 3 years.
Taught in Harvey county, '84 and '86; Lyon county, '88. Present occupation, farming.	
<b>ANOS M. BLUNK,</b> Junction City.	Taught 1 year.
Taught in city schools, Junction City, '89.	
<b>ELOUSE BRADLEY,</b> Washington.	Taught 2 years.
Taught in city schools, Centralia, '88, and Lincoln, '89.	
<b>LAURA E. BROWN,</b> Osage City.	Taught 1 year.
Taught in Burlingame city schools, '89.	
<b>CARRIE FERGUSON,</b> McPherson.	Taught 1 year.
Teacher in city schools, McPherson, '89.	
<b>KITTIE M. FISHER,</b> Kirwin.	Taught 1 year.
Teacher in city schools, Kirwin, '89.	
<b>EMMA GEBHARDT,</b> Chase.	Taught 1 year.
Taught at Bushton, '89.	
<b>ALICE GIBSON,</b> Americus.	Taught 1 year.
Teacher Emporia city schools, '89.	
<b>EMMA L. GRIDLEY,</b> Kingman.	Taught 1 year.
Principal Kingman high school, '89.	
<b>CLARA A. HARRY,</b> Emporia.	Taught 3 years.
Taught in Lyon county, '84 and '87; Emporia city schools, '89.	
<b>MARY R. HOLINGER,</b> Rosedale.	
Is engaged in C. L. S. C. work.	
<b>MRS. IDA A. HOSLEE,</b> Stafford.	Taught 5 years.
Taught in Lyon county, '84 to '87; Stafford, '89.	

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<b>MYTLE JONES</b> , Emporia.	Taught 4 years.
Taught at Arkansas City, '85; Sterling, '86 and '87; Emporia, '89; took advanced course, State Normal, '88.	
<b>ELIZABETH G. KELLY</b> , Cheney.	Taught 1 year.
Principal Cheney schools, '89.	
<b>MARGARET A. KING</b> , Emporia.	Taught 2 years.
Taught in Denver, Colorado, summer of '88, and in Magnolia, Colorado, '89.	
<b>EMMA J. LEWIS</b> , Centralia.	Taught 2 years.
Taught in Lyon county, '86; city schools, Centralia, '89.	
<b>NELLIE MACK</b> , Newton.	Taught 3 years.
Taught in city schools, Newton, '89.	
<b>JOHN M. MARSHALL</b> , Nelson, Indian Territory.	Taught 1 year.
Taught at Spencer Academy, Nelson, Indian Territory, '89.	
<b>OLIVER P. M. MCCLINTOCK</b> , Belvue.	Taught 2 years.
Principal Belvue schools, '89.	
<b>THEODORE B. MOORE</b> , Argonia.	Taught 5 years.
Taught at Ellinor, '80; Sharp's Creek, '81; Chase county, '83 and '85; principal Argonia schools, '89.	
<b>CLARA M. NEWLIN</b> , Madison.	Taught 1 year.
Taught in Greenwood county, '89.	
<b>ELIZABETH OREM</b> , Wetmore.	Taught 1 year.
Teacher city schools, Wetmore, '89.	
<b>LEROY OWSLEY</b> , Miltonvale.	Taught 2 years.
Taught at Meredith, '86; principal Miltonvale schools, '89.	
<b>ANABEL PADDOCK</b> , Junction City.	Taught 1 year.
Teacher city schools, Junction City, '89.	
<b>WALTER J. PEARSON</b> , Hesper.	Taught 1 year.
Principal schools, Hesper, '89.	
<b>ORLENZO V. PERRY</b> , Clyde.	Taught 1 year.
Taught at Clyde, '89. Married.	
<b>L. ELLA PIATT</b> , Hamilton.	Taught 1 year.
Principal schools, Hamilton, '89.	
<b>LETHA PUTNAM</b> , Americus.	Taught 1 year.
Taught in city schools, Americus, '89.	
<b>LILLIAN M. RILEY</b> , Livia, Ky.	Taught 2 years.
Taught in Brown county, '87; city schools, Clay Center, '89.	
<b>WILLIAM S. RUGGLES</b> , Springfield.	Taught 1 year.
Principal schools, Fargo Springs, '89.	

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FLORENCE SANDS, Peabody.	Taught 4 years.
Taught in Harvey county, '84 to '86; Peabody, '89.	
ANTOINETTE SPIERS, Lyons.	Taught 1 year.
Teacher in high school, Valley Falls, '89.	
RICHARD O. STEARNS, Burden.	
Present occupation, canvassing. Married.	
LILLIAN M. STEWART, Great Bend.	Taught 3 years.
Taught in Ford county, '85 and '86; city schools, Great Bend, '89.	
MAUDE R. STEWART, Winfield.	Taught 3 years.
Taught in Ford county, '84; Pawnee county, '85; in State Asylum for Imbecile Youth, '89.	
ELI R. SUTTON, Elsinore, Cal.	Taught 2 years.
Taught in Anderson county, '86; principal city schools, Elsinore, Cal., '89.	
MARY M. WASHER, Osage City.	Taught 1 year.
Teacher Osage City schools, '89.	
MYRTA L. WICK, Detroit.	Taught 1 year.
Taught in Dickinson county, '89.	
SIMEON ELIHU LEWIS WILBUR, Admire.	
Present occupation, farmer.	
OLIVE WILLETT, Hutchinson.	Taught 1 year.
Teacher Hutchinson high school, '89.	













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